

SACRED HEART HIGH SCHOOL



SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

OCTOBER 2019

To be reviewed October 2021

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

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1 INTRODUCTION

We acknowledge that spiritual, moral, cultural and social development lie at the heart of our commitment to offer a holistic education to all our students which is the essence of a Catholic education.

1.1 Our Mission

Sacred Heart High School is a community of faith and of learners which is Roman Catholic in character and tradition. The ethos and the spiritual, moral, social and cultural values held and developed within this school are grounded in the gospel of Jesus Christ and in the Roman Catholic tradition. The school values the contribution of all members of this community, recognising the range of responses to the core Catholic tradition which underpins all learning at Sacred Heart High School.

We also recognise that the school is located within the wider community of the Church and the world, with its variety of faiths, cultures and races. The primary responsibility of the school is expressed in its Mission Statement and Aims:

Above all else, this community works together to bring one another to an awareness of the fullness and meaning of their life, rooted in the love of God.

Everything we do is intended to promote the growth of individuals as persons called by God. Our intention is to help all students achieve their potential and discover the purpose and meaning of life so that they might creatively and critically contribute to and shape the society of the future. Spiritual, moral, social and cultural development is therefore fundamental and integral to all educational provision, processes, experiences and relationships within the school in our concern for the development of each student as an individual and a learner.

1.2 Our Rationale

Spiritual, moral, social and cultural development (SMSC) is concerned with all aspects and characteristics of the individual's growth in personhood and in relationship with God, self, others, society and creation. Whilst education is concerned with the transmission of knowledge and skills, more importantly it is about the growth, development and realisation of human potential and personhood. In this way, the individual is more able to function effectively in relationships with herself, other people and groups, society with its structures, institutions and cultures, the created world as a whole and, in a faith context, with God.

Good education involves the balanced development of all those relationships, so that the student may learn to live justly and well, with mature consideration and respect both for herself and for others and thus contribute to the building up of society positively, creatively and critically. In recognizing that each person is a complex whole who unites within her many different dimensions, including spiritual, moral, social and cultural dimensions, the school works to ensure that all aspects of provision support the balanced, integrated growth and development of the whole person.

2 OFSTED DEFINITIONS OF SPIRITUAL, MORAL, CULTURAL AND SOCIAL DEVELOPMENT

The following definitions of SMSC Development are taken from the [OFSTED Handbook 2014](#):

2.1 Spiritual Development

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

2.2 Moral Development

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

2.3 Social Development

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

2.4 Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3 A CATHOLIC PHILOSOPHY OF SPIRITUAL, MORAL, CULTURAL AND SOCIAL DEVELOPMENT

The vision of a Catholic philosophy of education is actively supported by all those in positions of leadership in Sacred Heart High School. All subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. These opportunities are under-pinned by the Catholic school ethos. Effective relationships based on the principle of agape – the commandment to love God, neighbour and self is promoted through the curriculum and pastoral systems, our contribution to acts of social justice and the common good, collective prayer and worship and our involvement in parish and Diocesan events.

3.1 Spiritual Development

Pupils' spiritual development involves the growth of their sense of self and their unique potential as people made in the image and likeness of God. As their curiosity about themselves and their vocation increases, they try to answer for themselves some of life's fundamental questions in the context of their Christian faith. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own spiritual wellbeing and relationship with God and other people.

3.2 Moral Development

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right according to the teaching of the Catholic Church. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others as they too have been forgiven by God. They develop the knowledge, skills, understanding, qualities and attitudes they need to make responsible moral decisions and act upon them, according to the teachings of the Catholic Church.

3.3 Social Development

Pupils' social development involves pupils acquiring an understanding of the responsibilities of being members of family of God and members of their own families and communities (local, national and global) and ability to relate to others and work for others for the kingdom of God. They display a sense of belonging to a Catholic community and an increasing willingness to participate in the world. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process of each of their communities and for the development of the common good.

3.4 Cultural Development

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to the variety of aesthetic experiences, including liturgy and traditions associated with the Catholic Church. They acquire a respect for their own culture, national and religious, and that of others, an interest in others ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to the unique Catholic culture of the school and to the wider expressions of culture in our world.

4 APPROACHES TO ENSURING BEST PRACTISE OF SMSC DEVELOPMENT WITHIN SACRED HEART HIGH SCHOOL

The whole experience of school life at Sacred Heart High School should provide an opportunity of belonging to an educational community of faith. The way in which each person is valued, challenged and supported provides the basis for good learning and for SMSC. The following approaches are not exhaustive but provide the basis for how this community will promote SMSC.

4.1 The school's life of prayer and worship

SMSC will be promoted through school's life of prayer and worship:

- Within the setting of the Christian community and the faith traditions of the Church, the development of a student's relationship with the God revealed in the life, death and resurrection of Jesus Christ is a central part of her education. Fostering this relationship with God is an important aspect of her spiritual, moral, social and cultural development. The school will therefore provide opportunities for students to develop a strong spiritual life through formation in prayer, the quality of worship and liturgy, including daily assembly, retreats, and reflection.
- The school's Liturgy Policy sets out a range of approaches to worship, prayer and liturgy, all of which support good quality provision for SMSC.
- The school Chaplain will work with pupils and staff to promote good quality approaches to worship and Liturgy, including assemblies. Where appropriate she will work with individuals on issues which touch their spiritual, moral, social and cultural development. She will also provide support for staff in developing approaches to SMSC through the curriculum.
- At particular moments, such as bereavement, tragedy, transition and change, joy and sadness the school will ensure that there are opportunities for prayer and reflection both individually and as a community. On all occasions, and particularly at time of crisis or change, it will be important to acknowledge and respect the search for meaning in each one without providing easy or comfortable answers;
- Both pupils and adults will be involved in planning, leading and participating in Liturgy which draws on and reflects a range of cultures and confronts the individual and the whole community with issues of faith and justice.

4.2 The curriculum and teaching & learning

SMSC will be promoted through the curriculum and teaching & learning:

- Each department will produce its own statement identifying the distinctive contribution of its curriculum area to SMSC through its content, the learning experiences it provides for pupils, and the range of teaching and learning approaches the department will employ;
- In the light of its statement and its programmes of study, each department will map its curriculum to identify where opportunities for SMSC exist. These will then be incorporated into schemes of work and short term planning;

- Schemes of work, lesson planning and processes will identify for pupils through clearly articulated learning outcomes the particular knowledge, skills and understanding involved in order that pupils have access to a range of experiences and activities which will promote SMSC;
- All pupils will be enabled to participate in the curriculum and so achieve through planned differentiation as a result of appropriate tasks, resources, groups, support, language and activities;
- Assessment processes as part of planned curriculum experiences will provide pupils and staff with opportunities to analyze and reflect on learning, understanding and progress, including SMSC;
- Pupil self-assessment across all subject areas and the compilation of IPM will provide opportunities for pupils to reflect on experience and to search for meaning in that experience.
- Curriculum content and delivery and the attitudes of teachers both towards their subject and the ways in which it can be delivered will promote intellectual curiosity, awe and wonder, a critical appreciation of the SMSC dimensions of each subject and the challenges these offer to each individual to grow and change in relation to self, God, others, society and creation;
- The teaching and learning policy will describe and guide approaches to good quality teaching and learning which will support SMSC.
- Each department will develop approaches to teaching and learning in which pupils are challenged to ask questions and search for solutions and meaning, individually and collaboratively.
- Opportunities will be provided for pupils to reflect on spiritual and ethical issues throughout the curriculum (e.g. RS, English, Geography, PSHE, History, Science);
- Where the formal curriculum is collapsed to allow for specific opportunities such as retreats and PHSE Days. These will involve pupils in working together in different ways and in different groupings, taking responsibility for their own learning and that of others, investigating and learning about global and justice issues, other cultures and religions and the ways in which society works. End of term vertical and achievement assemblies, extra-curricular programmes and events, including cultural visits, opportunities for service to the community, and outside speakers will extend this provision;
- Pupils will have opportunities to explore and communicate their beliefs in discussion and through their behaviour in a number of ways. These will include discursive work in RE and PSHE in particular but also in other areas of the curriculum;
- The use of debate, role play, discussion, questioning and research across the curriculum will enable pupils to develop their own beliefs and values critically, to understand other cultures, races and religions, and to develop the capacity for compassion, for appreciating and respecting other points of view, and for critical reflection which leads to action and change;

- Subject content, active approaches to teaching and learning, opportunities for imagination, reflection and understanding, the sharing and demonstration of talents, experiences and skills will provide opportunities for 'awe and wonder'.

4.3 Whole school management, pastoral, and academic structures and the school's ethos and environment:

SMSC will be promoted through whole school management, pastoral, and academic structures and through the school's ethos and environment:

- Both consciously and unconsciously, adults model for pupils the values and ways of behaviour which are expressed in the Mission Statement and which are conducive to SMSC. The school will develop structures and approaches to strengthen this and to support adults. These will include:
- Establishing shared values, expectations and approaches through the use and monitoring of the Mission Statement, the Development Plan and whole school policies
- Providing opportunities for reflection and sharing on faith and values and the ways in which we operate through the use of a professional training day specifically dedicated to the Mission Statement and its implementation;
- Involving staff, parents, governors and, where appropriate pupils, in drawing up and reviewing the Mission Statement, development plan and whole school policies (e.g. the Behaviour Policy)
- Providing INSET for staff which will improve the quality of what we do in all areas of school life;
- Recognising and valuing the contribution of each one and building up relationships which are characterized by honesty, respect and fairness;
- Providing good quality feedback and support for staff and pupils.
- All policies and school documentation will reflect and be clearly linked to the values of the Mission Statement so that the school ethos, environment and context will be conducive to SMSC;
- The approaches outlined in the school behaviour policy and equal opportunities policies will support the development of an environment in which individuals recognized that they are valued and are also challenged. Incidents of bullying, racism, indiscipline and dishonesty will be dealt with in accordance with school policy and will be used as opportunities for learning, growth and reflection so that the spiritual, moral, social and cultural development of all pupils can be promoted.
- Pupils will be encouraged to make choices and to regulate their behaviour within a framework of values through principles such as honesty, fairness, compassion, concern for others and the common good, and a respect for truth and justice rather than through fear of punishment or reward;
- Expectations will be articulated clearly orally and in writing and through the example set by staff and pupils. Pupils will be encouraged to reflect on and express their beliefs and concern for

others through their behaviour and the ways in which they take responsibility for others and their own actions;

- As far as possible pupils will be given opportunities for leadership and responsibility, both collaboratively and individually, for their learning and, more broadly, in other areas of school life, such as the school council, monitoring the Mission Statement, being consulted, as appropriate, on school policies.
- Pupils will be encouraged to recognize and take up their place as women in society and in the Church as leaders and people who can make a difference to society and the world. Liturgy and worship, curriculum and extra-curricular provision, outside speakers, pastoral structures and approaches will challenge and support pupils to reflect on the role of woman critically in society, in the world and in the Church and to take action according in order to make their contribution in justice and faith. This will contribute not only to the social development of pupils, but also to their spiritual, moral and cultural development;
- Both the environment and displays will reflect the values of the Mission Statement and will support SMSC.

5 THE MONITORING OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN SACRED HEART HIGH SCHOOL

SMSC will be monitored in the following ways:

- Direct observation of teaching and learning both through Departmental Reviews and as part of regular lesson observation by Heads of Department, line managers, SLT and Inspectors;
- Direct observation of morning worship and assemblies by members of the Kairos Team, Directors of Learning, associated members of the SLT and Inspectors;
- Review and evaluation of retreats and engagement in acts of social justice by the Kairos Team, Directors of Learning, SLT, Inspectors and students;
- Monitoring the effectiveness of the Mission Statement through departmental reviews;
- Gaining feedback from pupils, parents, Governors, teachers and other stakeholders on the quality of provision;
- Monitoring of the environment and display to ensure it reflects the Mission Statement;
- Monitoring of all whole school policies, using direct observation, data and feedback from pupils and other parties where appropriate.

The outcomes of all monitoring will provide the means for evaluating the quality of provision and will inform future planning.

6 RATIFICATION

This Policy has been approved and ratified by the Headteacher and Ethos Committee on 16 October 2019. The Policy will be reviewed for October 2021.



Mrs M Doyle
Headteacher



Michael Phelan
Acting Chair of Ethos Committee

