




St Augustine's Catholic High School and Sixth Form

SMSVC Policy

Approved		Date
Principal G T O'Connor		22.06.22
R Shearer Catholic Mission & Community Committee	R Shearer	22.06.22
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ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

DEVELOPING THE WHOLE PERSON

Spiritual, Moral, Social, Vocational and Cultural Policy

Introduction

Spiritual, Moral, Social, Vocational and Cultural Development

We are a proudly Catholic High School and we seek to live out the values of Jesus Christ by promoting our words and deeds; the Catholic doctrine and practice therefore permeate every aspect of the school's activity. We provide a Catholic curriculum which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Genesis 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to be well equipped to follow it as an active citizen to the world. Catholic Religious Education is the core of the core curriculum (Pope St John Paul II) and the foundation of the entire educational process. We also provide a wide range of extra-curricular activities and strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected. We are committed to the promotion of students' spiritual, moral, social, vocational and cultural development.

We believe that **British Values** are rooted in **Catholic Values**.

We believe that personal development has many aspects, and we accept that descriptions of SMSVC are often conditioned by each person's perspective. We therefore work with broad descriptions of these terms, at all times informed by Gospel Values and our Christian beliefs that the person of Jesus Christ is a model and example for our lives. Personal development includes the intellectual and physical progress of students through the curriculum subjects that they study. However, we want our students to find many opportunities for their development as young people through their whole experience of school. The five aspects of Spiritual, Moral, Social, Vocational and Cultural development all have a part to play in this.

Defining spiritual, moral, social, vocational and cultural development:

Spiritual Development: the ability to be reflective about their own beliefs, spiritual 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 learning.

Moral Development: the ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, 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.

Social Development: the 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.

Vocational Development: provide access to a range of activities that inspire young people, including employer talks, career fairs, motivational speakers, college and university visits, coaches and mentors; build strong links with employers to boost young people's attitudes and employability skills; offer high quality work experience; widen access to advice on options post-16, for example apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route; provide face-to-face advice and guidance to build confidence and motivation; work with local authorities to identify vulnerable young people; provide information to students about the financial support that may be available to help them stay in education post-16; consciously work to prevent all forms of stereotyping in the advice and guidance we provide.

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.

Promoting British Values through SMSVC development at St Augustine's Catholic High School:

At the **Sermon on the Mount**, Jesus teaches the people those **values** that build up the kingdom of God. They reveal the goal of human existence and are revealed fully in the life of Jesus Christ:

- Faithfulness and Integrity
- Dignity and Compassion
- Humility and Gentleness
- Truth and Justice
- Forgiveness and Mercy
- Purity and Holiness
- Tolerance and Peace
- Service and Sacrifice

This ethos is reinforced both inside and outside of the classroom through:

- Catholic Life
- The curriculum
- Our assembly rota
- The inclusion of British and Gospel values in pupil planners with half-termly reflection pages
- Weekly reflections by the Liturgical Team
- Tutor-time
- Trips
- Outside guests and speakers
- Careers Advice
- Extra-Curricular activities
- The National Safety Tool for parents
- Pupil Voice
- Whole-school Mass
- Duke of Edinburgh Award

We aim to:

- Promote a Catholic and Christian view of the world.
- Provide opportunities through the whole curriculum of SMSVC.
- Provide moments for reflection within each curriculum area, as appropriate, and particularly within RE.
- Support and encourage staff to provide extra-curricular opportunities for SMSVC.
- Give all students a chance to participate in a residential experience and Days of Reflection whilst at the school: Y9 Alton Castle visit, KS4 Soli House Visit, Times of Reflection for each year group
- Use our daily Collective Worship and religious services to enable all students to reflect on their own personal, spiritual, moral, social and cultural development.
- Make provision for students who wish to talk personally/privately with a member of staff, the Lay Chaplain or student mentor.
- Enable students and staff to be active participants in a wide variety of social and cultural activities (e.g. charity work, theatre, music, art, leisure activities, sport, human rights organisations, community activities, religious work and events to promote the Common Good)
- Provide students with appropriate careers support
- Ensure that RE, Citizenship, PE and other curriculum areas support the development of SMSVC.

We avoid:

- Invading the privacy of individuals e.g. we appreciate the constraints in assessing "progress" in particular areas of SMSVC
- Coercing or pressurising – in promoting SMSVC from a Catholic perspective we do not wish to present an exclusive view of the world

The aims of this policy fully reflect and support the curriculum area of Citizenship and the schools' commitment to the development of the whole person.