

Our Lady Queen of Peace

Catholic Engineering College

Spiritual, Moral, Social and
Cultural Development (SMSC)
Policy

Mission Statement

In Christ We Grow – As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

Our Lady Queen of Peace is an innovative, vibrant and exciting learning community where children achieve exceptionally well academically and develop as well-rounded young people who live by the Gospel values. Our students know and understand that we exist for them and they are at the heart of all that we do. The core purpose of our school is to ensure that every child develops their individual and unique talents, unlocking their true potential. Every aspect of school life, including the curriculum, has a role to play in the development of the whole child, especially in the areas of Spiritual, Moral, Social and Cultural development.

We believe that our core Christian values enable children to grow as well-rounded young people who know right from wrong. We give each child the Gospel values as a toolkit for living a happy and fulfilled life. Our school is distinctive in nature because it is a faith school which bases its whole ethos on the importance of developing relationships; the importance of human worth and the importance of love, justice and hope. All members of the school community have an impact upon the formation of others within the school community.

At Our Lady's, our examination results are only achieved because we have fostered a community which understands and respects one another, through our approach to SMSC development. This is love and social justice in action. Our staff are adamant that no matter who our children are, or whatever their backgrounds, they should achieve equally well; this is justice in action. This mission was recognised in 2013 when we were the first school ever to achieve the Inclusion Quality Mark and Centre of Excellence for Inclusion simultaneously. Further monitoring, including in 2018, has continued to recognise the school as a Centre of Excellence. We have two dedicated Chaplains, who along with our staff and governors, are charged with helping children and families to explore their faith in a Christian environment. Our Mission Statement encapsulates the very purpose of our existence as a school – In Christ We Grow.

Within our school we constantly review and evaluate the role of the curriculum in SMSC development through the School Learning Plan. The key principles of SMSC are used to drive forward every child's experience in our school. These principles are also a fundamental part of our monitoring process. Naturally, within the curriculum, there are departments that make a more explicit and defined contribution to students' SMSC such as Religious Education, Citizenship, PSHE and Relationships and Sex Education. All other subjects make a valuable contribution to the SMSC development of students through the delivery of their curriculum and Schemes of Learning.

Since the 1988 Education Act, schools now have the responsibility to promote

"..the spiritual, moral, social and cultural development of students... and of society."

(Education Reform Act Part 1 Chapter 1.)

Spiritual Development

"The fullness of life is to be found when Christ is at the centre of our lives. The Church has therefore *"...in a special way the duty and the right of educating, for it has a divine mission of helping all to arrive at the fullness of Christian life"*. By placing Christ at the centre of all that they are and all that they do, Catholic schools have the potential to promote the *"fullness of Christian life"* through an *"...educational philosophy in which faith, culture and life are brought into harmony."* (Page 7, A1.1 Christ at the centre document 2012)

Our core principles of Spiritual Development are:

- excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride
- sharing thoughts, feelings and views in conversation and making perceptive, reflective and inspired comments
- addressing the questions of life, grasping the idea of wonder, experiencing deep feelings and understanding how beliefs and values shape motivation

Spiritual development at Our Lady's is grounded in and draws life from the rich and varied spirituality of the Christian Church. Students and staff are given the opportunity to reflect and develop their spirituality in the regular celebration of the liturgical life of the Church, through the sacraments, through collective worship, in Religious Education, in Citizenship, in PSHE and also through opportunities within the wider curriculum and life of the school.

Conscious of the backgrounds of some members of the school community, it is recognised that though spirituality is closely linked to and is a key element of Christianity, it is not exclusively a religious term. For some their spiritual development will not be explicitly religious, but will be a natural human response to God, to themselves, to the world and to the society around them. For those people of faith, spirituality is a fundamental aspect of their lives and helps to deepen the personal response to God of every individual. Every legitimate activity from this perspective has a spiritual dimension.

This view is further supported by part of the OFSTED definition of Spiritual Development.

Spiritual development is the development of the non-material element of a human being which drives and sustains us and...is about the development of a sense of identity, as key purpose of catholic schools, personal insight, meaning and purpose...

Christ at the Centre offers the following definition of Spiritual Development

Describes the mission in education as a work of love"

The common good requires that social conditions allow all people to reach their full human potential and realize their human dignity. Concretely, this will mean that Catholic schools should:

- Provide a broad and balanced education, which will help children and young people grow to their full human potential, and pay regard to the formation of the whole person, so that *"...all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such away that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life"*. (Page 11 A2.2 Christ at the Centre document 2012)

Explicit spiritual development and formation involves the whole school community. It is integral to the very fabric of the building and remains one of the key drivers for school improvement. Although the Religious Education Programme in both Key Stages plays a fundamental part in spiritual development, it is the wider life of the school which has the most influence and impact. Examples include: fostering awe and wonder in every student's mind; powerful experiences which enable reflection on our very existence; liturgical celebrations providing reflection and connection, collective worship through prayer, music, art, scripture, poetry and meditation; assemblies created and led by students which develop inquisitiveness and understanding; involvement in a wide variety of charitable activities at home, in the local community and abroad; mission week and the work of the Chaplain and Assistant Chaplain in driving the spiritual life of the school.

Moral Development

The core principles of Moral Development are:

- to achieve through a fuller sense of themselves as citizens and the rights of others
- being honourable, respectful, ethical and fair
- appropriate use of new technologies and social networking sites – E Safety
- recognising the need for rules to govern right and wrong conduct.
- appropriate questioning of all that goes on around them.
- understanding the importance of human worth
- an ability to exercise compassion, forgiveness, humility and kindness
- to appreciate that actions can and should have consequences

Our aim is to enable students to build a framework of moral values for themselves so as to help them regulate their personal behaviour. Our overarching aim is that all students leave our school with the Gospel values as a toolkit for living a happy and fulfilled life. Our approach to behaviour management is built on restorative approaches and maintaining positive relationships within our community. Also we develop our students' understanding of shared and agreed values held in society as a whole. Students need to recognise that society's values can and do change and they need to understand the reasons for this. To see how moral development is undertaken in school, please refer to the School's Self-Review Document on SMSC Development.

Social Development

According to OFSTED, social development is,

"...about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about developing the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society using the inter-personal skills necessary for successful relationships."

The core principles of Social Development are:

- developing politeness, courtesy, self-discipline, self-awareness and caring approach to others and our world
- promoting social cohesion

- being able to tolerate, respect and function within and understand a multi-cultural Britain and a global society
- understanding appropriate use of emerging technologies and social networking sites – E safety
- developing emotional intelligence to be able to work through the journey of life
- valuing others and understand the need to be able to work with others
- addressing their own difficulties and the difficulties of others

Our aim is to enable students to recognise their own personal worth and the worth of other people. The school seeks to develop positive relationships, a sense of personal and corporate responsibility, participation in the various aspects of the life of the school community and the values attached; thus supporting students on their way to becoming responsible citizens. All subjects have a contribution to make to the social development of students, sometimes through the subject material but equally on a daily basis through the interaction of students and staff. Relationships and Sex Education explores many aspects of social development i.e. personal relationships. The School's Self-Review Document on SMSC Development, charts how the wider curriculum contributes to the social development of students.

Other areas where students experience personal growth and the development of social skills are: through the CEIAG programme, International Summer School, international links, Engineering themed events, assemblies, the Duke of Edinburgh Award, National Citizen Award various sporting activities, sports leaders, Speak Out competitions, Extreme Physics, school trips and overseas trips, the Christmas Party for the Old Age Pensioners, Summer Schools, various charity collections e.g. For 'Barnardos', away-days, retreats, Mission Week, personal study weekends, reward days and open days and parent evenings.

Diversity & Cultural Development

We hold the International School Award

The core principles of Diversity and Cultural Development are:

- application of the Single Equality Policy
- an awareness of their own culture and of other cultures. Recognition of the interaction between cultures. Being able to function in a multi-cultural and global society
- respect, tolerance and understanding regardless of culture, religion, race, socio-economic background or sexual orientation
- embracing the individual who has a valuable contribution to make in enriching our own lives and experiences
- recognising a person's needs and the needs of others for a wide intellectual development.
- Recognising that all have a role to play in modern British society

Conscious of the diverse cultural nature of modern society in the United Kingdom, Our Lady Queen of Peace seeks to equip members of the community with an increasing understanding and appreciation of the rich variety and expression of different cultures.

Through the curriculum the school offers, staff and students, the opportunity to appreciate and understand a range of cultural experiences. As an Engineering College, the school has broadened its horizons culturally and a link has been established between many other schools, including: Mauritius, Spain, France, Mongolia, India, Russia, Ghana etc. Our approach to CEIAG and Student Premium funding has enabled students across the school to experience widening aspirations and participation in educational opportunities at university and beyond. STEM events and "International Summer Schools" have enabled many students to experience engineering product design.

There are also a large number of activities that enable SMSC education e.g. sporting activities, vertical tutor groups, Flying Theatre productions, Holocaust survivor workshops, Friday football, chess club, revision clubs, Japanese club, study support, science and drama activities and productions, charity music nights, school trips abroad, musical instrument tuition, choir, School Council, Student Voice, Chaplaincy chill out, Faith in Action, adventure trips, study weekends, trips to Extreme Physics to name but a few (see The Link magazine and website) etc. As part of the School Learning Plan and Strategic Plan, staff focus is on trying to raise the self-esteem and aspirations of our community and to try to create a positive environment.

In all of these activities, the students learn to, as OFSTED put it,

"understand their own culture, other cultures in their town, region and in the country as a whole. To understand about cultures represented in Europe and elsewhere in the world. To understand and be comfortable in a variety of cultures and to be aware of the shared experiences provided by television, travel and the Internet..."

Reviewed July 2006

Reviewed July 2009

Reviewed 2013

Reviewed 2014

Reviewed September 2015

Reviewed September 2016

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