



Cardinal Heenan Catholic High School

SMSC Policy

Staff responsible:	Anna Dunne
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Approved by governing committee:	<i>A Tremarco</i>
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We are a Catholic secondary comprehensive school serving some of the most socio-economically deprived wards in Liverpool and, indeed, the UK. The percentage of our students achieving 5 A*-C grades is just below the national average at 61%, while the percentage of our Pupil Premium students on role is above the national average at 38.2%. We are one of the largest all boys' comprehensives in the city, with nearly 1350 students on roll including 165 in our sixth form. We employ over 190 staff, teaching and support. We are a learning community and at the heart of all we do and strive to do is our Mission Statement, summed up in its three central exhortations: **Respect, Believe, Achieve**.

Our core purpose is to ensure that every child entrusted to us develops his individual and unique talents, thus unlocking his potential and best preparing him for the challenges of life after school. Every aspect of our school life, curricular and non-curricular, has a role to play in this development, especially in the areas of SMSC development. Naturally, within the curriculum there are those departments that make a more explicit and defined contribution to students' SMSC, though all make a valuable contribution to the development of the whole child.

When OFSTED come to make a judgement about the overall effectiveness of our school and the quality of education that we provide, "The school's thoughtful and wide ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing" will be one of the areas of their particular focus.

Spiritual Development

Our core principles here are:

- To encourage our students to reflect about themselves and others.
- To encourage our students to recognise and **respect** our rich diversity as human beings.
- To encourage our students to **believe** in the enjoyment and fascination of exploring the world, others and themselves.
- To encourage our students to use their God given gifts of imagination and creativity to **achieve** a fuller sense of themselves in and through their learning.

We are very aware that spiritual development does not necessarily walk hand-in-hand with religious development. Students and staff are given opportunities to reflect and develop their spirituality in the regular celebration of the liturgical life of the church through collective worship, in R.E., in PSHE, our rich retreat programme and through the wider curriculum and life of the school. At the same time we are aware of the faith backgrounds of some of our school community and recognise that though spirituality is a key component of our Catholicity, it is not exclusively a religious term.

Moral Development

Our core principles here are:

- To encourage our students to explore moral and ethical issues.
- To encourage our students to recognise and **respect** the difference between right and wrong and apply this understanding to their own lives.
- To encourage our students to **believe** that actions can and should have consequences.
- To encourage our students to **achieve** through the above a fuller sense of themselves as citizens and the rights of others.

We aim to enable students to develop a framework of moral values for themselves which allows them to regulate their behaviour. The overarching aim is that our students should be, “...strive to live out (their) God-given vocation...that (they) may achieve their full potential” as a toolkit for conducting a fulfilled life. Our B4L programme is built on the central tenet of actions having consequences, of treating others as we would wish to be treated ourselves and a clear recognition of what behaviours are/are not acceptable. We stress that all communities have laws and rules for the regulation of behaviour and thus strive to develop our students’ understanding of shared and agreed values.

Social Development

Our core principles here are:

- To encourage our students to recognise that they are social beings, members of communities – school, neighbourhood, city, country, world.
- To encourage our students to **respect** others that they encounter in these communities.
- To encourage our students to **believe** in the importance of contributing towards these communities.
- To encourage our students to develop those skills and knowledge that will allow them to **achieve** their potential as participating members of these communities.

We work hard to develop positive relationships, a sense of personal and corporate responsibility, participation in the various aspects of the life of the school and wider community, thus supporting our students on their journey to becoming responsible, contributory citizens. Our students participate in a very wide range of charitable activities. We make a point of recognising the contribution of these students in our community through regular celebration assemblies and prize evenings. All curriculum areas have a contribution to make to the social development of our students both through what is taught but equally on a daily basis through our myriad interactions with each other.

Cultural Development

Our core principles here are:

- To encourage our students to understand and explore the wide range of cultural influences that impact upon their lives.
- To encourage our students to **respect** otherness, religious, racial, socio-economic, sexual.
- To encourage our students to **believe** that they have a role to play in modern British society.
- To encourage our students to participate in, respond to, **achieve** at those artistic, sporting and cultural opportunities they are offered.

Through our curriculum, the school offers all of our students rich opportunities to appreciate and understand a range of cultural experiences. We can evidence a wide diversity of activities to support this claim: tours, trips, productions, plays, clubs, Student Council and Student Voice, our national reputation as a school of sporting excellence. We might also mention how Pupil Premium funding has enabled students across the school to experience widening aspirations and participation in enriched educational opportunities.

Encouraging pupils and staff to give praise and show appreciation is a key factor in living out the Gospel values we speak of in our Mission Statement, and thus forming and sustaining a good ethos. Many unplanned opportunities, especially for spiritual development, occur in our lives at school and in the events that surround our friends and families, and we recognise the importance of acknowledging these moments, as we are aware they can have a profound effect on individuals.

Central to the above is the role of the Chaplain. This is a long established position and involves her working closely with the Leadership Team on the development of spirituality in its widest sense across the school. She orchestrates the liturgical celebrations of the Church's year, liaises with our feeder parishes and plays a lead role in our charitable activities. The Chaplain is a constant active presence around the school, always available to students, staff, families and governors for advice, guidance and support.

Whilst we have looked at Spiritual, Moral, Social and Cultural development as discrete entities, the fact of course is they overlap significantly and any compartmentalisation must be artificial. A day spent on a learning walk would carry this point.

Anna Dunne
28 November 2017