



MARICOURT  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

# SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

## Mission Statement

Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world.

**INSPIRE**  
WITH  
MARICOURT

POLICY REVIEWED: MARCH 2021  
SCHEDULED REVIEW: MARCH 2023

### **Mission Statement:**

Maricourt seeks to provide a living Catholic community which is rooted in Christian values and where growth and knowledge, respect love and fellowship are shared by all.

### **Introduction**

The school's aims and objectives positively assert that Maricourt Catholic High School offers an "education for life". This means the development of the whole person so that at the end of their school careers, our students should be well equipped intellectually, spiritually, physically and morally for their adult life. Students are encouraged to recognise that all life is a period of learning, growth and development.

This policy relates to the whole life of the school and of particular importance is the promotion of spiritual, moral, social and cultural development. The work that we undertake in these areas directly and actively promotes fundamental British Values. The ethos of the school and the values which are embedded in the life and work of the school will have a powerful effect on the extent to which this potential is realised.

The foundations of spiritual, moral, social and cultural development are laid at home. The school programme for promoting pupil's spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers.

### **Spiritual Development**

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings, emotions, attitudes and beliefs. As a Catholic school, we place special emphasis on the specific teaching and beliefs of the Catholic/Christian faith, both within the daily life of the school and through the curriculum.

At Maricourt we place great emphasis on encouraging students to think positively about themselves and the world we live in, about their notions of right and wrong and how they relate to others. This relates to the quest for individual identity and the search for meaning and purpose in their existence and consequently this leads towards the understanding of self and others. It is not solely linked to a particular doctrine or faith; therefore, spiritual development is therefore accessible to everyone.

Some of our school community have various faith backgrounds and we recognise that although spirituality is an integral component of our Catholicity, it is not exclusively a religious term.

We provide opportunities for pupils to develop their spirituality by reflecting on their own and others experiences, acquiring self-knowledge, thinking about their own beliefs, values and aspirations. Spiritual development is not the same as religious development, though religious education and collective worship will play particularly important roles in our Catholic school.

### Moral Development

This is concerned with the pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in our school is an important induction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Catholic/Christian principles, should enable our pupils to understand the reasoning behind decisions and ensure they are increasingly more responsible for their own actions and behaviour.

### Social Development

Our school promotes social development by encouraging people to relate positively to each other. At Marciourt we place great emphasis on utilising positive role models in a range of situations to encourage our pupils to take responsibility and become involved in decision making. The school understands the importance of building relationships as this allows the students to have a true sense of belonging to their school community; including a willingness to take part in volunteering and cooperating well with others. Our pupils are able to resolve conflicts and are aware of the responsibility they have as important members of the school, this allows for acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect. Pupils feel confident in participating fully in their family, classes, school, local and wider communities and have a tolerance of those with different faiths and beliefs. There is a balance of the positive and satisfying elements of belonging to a group along with an understanding of how relationships change as they mature. The robust Careers, Work Related Learning and Enterprise programme allows for the development of social skills in a variety of settings with a wide variety of people and stakeholders. This allows students to demonstrate skills and attributes that will allow them to participate fully and contribute positively to life in modern Britain. The provision of a Wellbeing Centre and Learning Support Centre allows for additional support and guidance for those pupils who need to develop greater self-knowledge, self-esteem and self-confidence.

### Cultural Development

This aspect focuses on the need to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance of the cultural traditions and beliefs of others. We give pupils the opportunity to engage in a range of cultural activities through our RE, PSHE, Careers and Citizenship curriculum. This allows pupils to appreciate aspects of their own heritage and others cultural traditions. Our religious education scheme of learning dedicates time to learning about other faiths and cultures. This is nurtured further through subjects such as Geography and a wide range of languages. As a result of this the pupils show tolerance and respect for others in the way that they conduct themselves. The pupils learn to understand and appreciate the similarities and differences between themselves and others. The school has a strong culture which promotes the development of the Arts, sports and cultural opportunities, this encourages all pupils to have a willingness to participate. As well as encouraging the development of the

Arts and creative subjects the school fosters a sense for appreciation of the arts through wider subjects such as English Literature and History.

### Spiritual, Moral, Social and Cultural Development:

#### Aims:

By the end of their school career all pupils should have achieved:

- A good knowledge and understanding of the Catholic faith and a well-rooted sense of relationship with Christ and with His Church which will express itself in care for others.
- A capacity to approach various kinds of problems methodically and effectively; to undertake courses of action, evaluate them and modify these actions appropriately.
- A willingness to reflect on and appreciate the Catholic faith which gives Maricourt its distinctiveness.
- A recognition and belief in their own uniqueness and God given gifts and an understanding that each has a valuable role to play in the society in which he/she lives.
- Recognition of the rights of others to hold their own views and a respect for those who have different beliefs and customs.
- A willingness to explore seriously the religious faith which has shaped the particular culture from which the pupil has come.
- A willingness to look beyond materialism.
- The ability for personal prayer, devotion and reflection to enable a sense of wonder, mystery and the Divine.
- The ability to reflect.
- An awareness of and enjoyment in using their imaginative potential.
- A growing ability to cope with and support others in times of suffering which human life naturally presents: anxiety, stress, unhappiness, separation, illness, and death.
- The ability to understand the principles lying behind decisions and actions.
- The ability to take moral decisions for themselves.
- The ability to assume moral responsibility based on Christian belief and conviction.
- The ability to be able to distinguish between right and wrong, and an ability to exercise self-discipline.
- A willingness to reflect on and think critically about their experiences, responses and choices.
- The ability to value the special nature of human relationships, recognising their own uniqueness and that of others, understanding that every individual has something to offer.
- The ability to respect the rights and properties of others.
- The willingness to have high expectations, aspirations and a positive attitude.
- An awareness of how to relate positively to others and develop friendships, along with the ability to share emotions such as love, joy, hope, worry, fear and anxiousness.

- The ability to participate fully and take responsibility in class and school and across a range of situations such as clubs, programmes, activities, visits, volunteering and church services
- An awareness and understanding of citizenship and the ability to work cooperatively with others to become part of a caring community.
- A willingness to participate in school life including curricular and extra-curricular- activities
- The ability develops a sense of belonging to their own heritage and culture and respond to cultural events and share and respect different cultural traditions and experiences
- The motivation to engage in charity work to support those less fortunate than ourselves and understand why this is important.
- A knowledge of Britain's democratic parliamentary systems and appreciation of the law.

### Objectives:

These aims will be achieved:

- By keeping Christian truths and values before the minds of our pupils through both religious instruction and example, in a caring environment and by staff providing a role model for pupils by sharing in the joy of discovery and in the mystery of creation.
- By enabling teachers and other adults to assist parents in their responsibility for handing on the faith to the next generation.
- By providing opportunities for reflection through the daily Act of Worship' and liturgies.
- By offering to all comers a lived experience of a community based on Christian principles.
- By embedding in the curriculum Christian values as expressed in the Gospel, especially in Religious Education and the school's liturgy.
- To provide the foundation for spiritual development. This is given practical expression through participation in such activities as Retreats, guided meditations and involvement in charitable work and fund-raising.
- By fostering the development of greater self-esteem, self-discipline and motivation and the ability to conform to rules and regulations for the good of others.
- By investing in a strong Pastoral System to give a secure foundation from which pupils can develop a real sense of self-worth and be encouraged to take increasing responsibility for themselves and others as they mature.
- By developing the characteristics of truthfulness, honesty, respect and consideration for others particularly those less fortunate.
- By having a whole school approach to pupil and staff physical and mental wellbeing
- By investing in a strong personal development system, which creates equality for all and seeks to raise aspirations, motivations and encourages students to believe that everybody has the ability to achieve.

### The school will:

- Encourage pupils to express their creativity and imagination.
- Foster prayer through the prayer life of the school.
- Encourage pupils to embrace the support, passion, direction and drive of the school Chaplain and emphasise how this is a key role that makes the school unique and embodies the ethos of the school.
- Foster a sense of respect for the integrity of each person irrespective of, religion, disability, ethnicity, socio- economic background or sexual orientation, in the local, national or global community.
- Create an atmosphere which enables pupils and staff to speak freely about their beliefs.
- Emphasise the Christian moral perspective and encourage pupils to develop a personal view on ethical questions in line with the moral teaching of the Catholic Church as given in the Gospel.
- Encourage all adults and pupils to follow the school Mission Statement.
- Encourage all curriculum areas to contribute to the teaching of spiritual, moral, social and cultural development.
- Monitor Curriculum Leaders to ensure that there are opportunities for SMSC teaching in all subjects.
- Direct the pastoral team, including the school chaplain to monitor the quality of the Collective Worship provision.
- Monitor the provision of personal development opportunities and the willingness of pupil participation.

