



Policy for:		 
<b>Catholic Life</b>		
Date of policy:	August 2020	Committee: FGB
Next review:	August 2021 Review Period – 1 Years	

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## Introduction

### Policy Guidance Relating to Catholic Life, Covering the Following Aspects of Provision:

SMSVC: Spiritual, Moral, Social, Vocational and Cultural Development

Pastoral Matters and all provision which is not addressed in policies for collective worship or RE.

Citizenship, PSED in EYFS and provision formerly known as PSHCE for Primaries, including the use of SEAL materials (social and emotional aspects of learning)

Linked Policies	
RSE and Family Life	Prayer and Collective Worship
Liturgy	RE
Behaviour	Anti-Bullying
Safeguarding	PREVENT and SMSVC
Equal Opportunities	Disability Access Arrangements (Accessibility Plan)
SEN and Inclusion	Racial Equality and Harassment
Positive Behaviour Policy	Code of Conduct
Home School Agreement	

**At St Modwen's we 'Achieve, Believe, Care'.**

**Safeguarding: All staff plan their learning for pupils in this subject by adhering to the guidelines laid out in 'Keeping Children Safe in Education 2020'. All staff are trained and told to adhere to the 'Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings May 2019' and Addendum to Policy issued May 2020.**

### **The Jesuit virtues which we promote:**

Courage, self control, wisdom, justice, love/charity, faith, hope

And for the Jesuit Pupil Profile: grateful, generous, attentive, discerning, compassionate, loving, eloquent, truthful, learned, wise, curious, active, intentional and prophetic

### **The gifts of the Holy Spirit:**

Courage, Wisdom, Understanding, Right Judgement, Knowledge, Awe and Wonder, Reverence

### **The fruits of the Holy Spirit:**

Patience, Joy, Love, Peace, Self Control, Goodness, Generosity, faithfulness, kindness

## Gospel Values:

### ***Gospel Values (from the Sermon on the Mount, as witnessed in the Gospel according to St Matthew- The Beatitudes)***

*"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"*

Values: **Faithfulness & Integrity**

*"Blessed are those who mourn, for they shall be comforted"*

Values: **Dignity & Compassion**

*"Blessed are the meek, for they shall inherit the earth"*

Values: **Humility & Gentleness**

*"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"*

Values: **Truth & Justice**

*"Blessed are the merciful, for they shall obtain mercy"*

Values: **Forgiveness & Mercy**

*"Blessed are the pure in heart, for they will see God"*

Values: **Purity & Holiness**

*"Blessed are the peacemakers, for they shall be called children of God"*

Values: **Tolerance & Peace**

*"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven. Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way"*

Values: **Service & Sacrifice**

This policy was reviewed by staff and governors Autumn Term 2019 and is due to be reviewed Annually.

## **1. Spiritual Education**

The primary aim of our school is to foster and nourish the personal relationship of every individual with God. To do this successfully we need to:

- a. foster a habit of prayer and spiritual awareness within our school.
- b. encourage a sense of God's presence that will permeate the life of our school.
- c. encourage active involvement in the sacramental life of the Church.
  
- d. foster links with Home and Parish so that pupils receive constant encouragement in their spiritual development from the significant adults in their lives
- e. develop all possible experiences that will touch and enrich the spirit whether or not they are explicitly 'religious' in nature.

### **1.1 THE SACRAMENTS in promoting Spirituality**

During their time at St. Joseph's the Catholic children will receive the sacraments of Reconciliation, Eucharist and Confirmation. Children who are non-Catholic work alongside children making the Sacraments, developing the understanding of how either the practices/rituals within the Sacraments, or the reflection about the theological reasoning behind the Sacraments, in turn, develop pupils' spirituality.

We believe these sacraments to be a gift from God and we encourage suitable respect from the children. Parents and our Parish community are involved in the preparation of children for these sacraments. Parents attend monthly meetings and parishioners support as prayer friends. Both sacraments have commitment masses.

### Reconciliation

At Year 3 the children receive ongoing preparation. The course is in two parts. There is a Presentation Service in November. The instruction for the Sacrament begins in October. The Sacrament is received in Lent.

### Eucharist

The instruction for the Sacrament of the Eucharist commences during the Spring Term. Parents attend an initial meeting in September. The sacrament is received on the Sunday nearest to Corpus Christi.

In year 3 in addition to the programme of study we also use 'God's Greatest Gift', mainly as homework activity and to encourage parental involvement.

### Confirmation

Confirmation is the third Sacrament of Initiation which the children receive in Year 6. In this Sacrament we receive the special gifts which are the result of the Holy Spirit's presence and which help us to grow as mature Christians into active members of the Church and witnesses of the Gospel.

Preparation for this Sacrament takes place throughout Year 6. The programmes of study are supplemented by "Gifted in the Spirit" which encourages parental involvement.

### The Bible in promoting Spirituality

We believe the Bible is an important source of Revelation giving us knowledge of the triune God. Therefore we regard it as one of our most important resources. We should use it as a tool for teaching moral truths, knowledge about Jesus' life and other events of early Christianity. It should also be used as a literary text, a basis for discussion. Bibles should be available for children to read and enjoy. They should be used constantly to demonstrate moral truths and to provide knowledge and understanding of Jesus' life and purpose. Children should be familiar with the books of the New Testament and major events in the Old Testament and be able to use a full adult Bible for reference by the end of KS2.

The word of God is central to the life of the school, through prayer, Liturgy, Celebration and Worship, in assemblies and in class. We hear his word and respond to it through the school day.

The Spiritual Development of individuals within the school community is going on all the time in many ways. The whole curriculum has to play its part. Obviously the R.E. programme is the key element in the explicit Spiritual Development of pupils but, above all the general ethos and atmosphere of the school affect the children in less obvious ways. Unless the Spiritual Development policy is agreed by all the adults in our school and each one works towards its aims and objectives there will be a conflict of standards and the effectiveness of the policy will

be reduced. Every opportunity should be taken to expand and enrich the human spirit. An appreciative and sensitive handling of good literature, poetry, art and music, natural phenomena etc should lead our children beyond the concrete and the practical to an awareness of things of the spirit from our own and other cultures. Anything that nurtures a child's natural sense of awe and wonder is to be welcomed. This awareness should then be directed towards God who has created all things and enabled us to share in that creation.

### **1.2 How we 'measure' spirituality**

<p>Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:</p>	<p>Schools that are encouraging pupils' spiritual development are, therefore, likely to be:</p>
<ul style="list-style-type: none"> <li>• a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour</li> <li>• an awareness and understanding of their own and others' beliefs</li> <li>• a respect for themselves and for others</li> <li>• a sense of empathy with others, concern and compassion</li> <li>• an increasing ability to reflect and learn from this reflection</li> <li>• an ability to show courage and persistence in defence of their aims, values, principles and beliefs</li> <li>• a readiness to challenge all that would constrain human spirit; for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination</li> <li>• an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity</li> <li>• a respect for insight as well as for knowledge and reason</li> <li>• an expressive and/or creative impulse</li> <li>• an ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective</li> <li>• an understanding of feelings and emotions, and their likely impact</li> </ul>	<ul style="list-style-type: none"> <li>• giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives</li> <li>• where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them</li> <li>• encouraging pupils to explore and develop what animates themselves and others</li> <li>• encouraging pupils to reflect and learn from reflection</li> <li>• giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful</li> <li>• developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected</li> <li>• accommodating difference and respecting the integrity of individuals</li> <li>• promoting teaching styles which; <ul style="list-style-type: none"> <li>- value pupils' questions and give them space for their own thoughts, ideas and concerns</li> <li>- enable pupils to make connections between aspects of their learning</li> <li>- encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</li> </ul> </li> <li>• monitoring, in simple, pragmatic ways, the success of what is provided</li> </ul>

## **2. Moral Education**

We believe that moral education is an essential element in every person's education. It has a central place in the curriculum of our school. It is not one subject among many but something that touches every subject. Moral education is not limited to discussion of moral issues. We believe that every free human action is good or bad and makes us better or worse people. Pupils are therefore encouraged to reflect on their attitudes, beliefs and actions in the light of the Church's teaching about good and evil.

Our aim in the moral education of our children is to help them grow into free mature Christians. Love is at the heart of the Catholic understanding of morality. We believe a person to be loving when they keep the commandments and develop virtues of self-control, wisdom, justice and those also of hope and love.

We believe that every person is special and must be treated with respect. Everyone is made in God's image with the ability to know the difference between right and wrong and with the ability to freely choose what is good and reject what is evil.

To facilitate this, we allow our children a certain amount of freedom to make choices from an early age. This will help them gain self-confidence, observe the consequences of their choices and develop responsibility for their own actions.

## **3. Teaching:**

We teach morality in the light of our church's beliefs so religious education is an essential foundation for moral education in our school. The curriculum 'Strategy for Religious Education in Catholic Primary Schools for the Archdiocese of Birmingham', used throughout the school, encourages the moral development of children, stating the theory and practice appropriate to each year group.

Throughout the school the children's relationship with God is based on LOVE. At K.S.1 the emphasis is on God the Father. In Years R and 1 the children are encouraged to build a relationship with God as a loving Father who provides for them and protects them. In Year 2 the children become more aware of their relationship with Jesus. Through bible stories they get to know Jesus as a Teacher and, importantly, as a loving friend.

This relationship with Jesus grows and develops throughout Key Stage 2. In Year 3 the children are prepared for the Sacraments of Reconciliation and Holy Eucharist. Teachers will help children develop their morality by emphasising the love and message of Jesus and will give examples of how Mary, God's Mother and the Saints responded to the call to love God and one another. The children will have regular opportunities to receive Jesus in the sacraments and will be encouraged to follow his example of love. This growing relationship will help them to question how they should live their lives.

In Years 5 and 6 the Trinitarian development becomes more apparent. As the children prepare for the Sacrament of Confirmation the importance of the Holy Spirit in their lives is given a high priority.

## **4. The Role of the School**

As love is at the heart of our understanding of morality then it follows that the atmosphere in our school and our relationships with each other must reflect this. Children will experience a sense of belonging by being known and loved. Justice and fairness are clear hallmarks of school life. The way our children see adults interacting must reflect the attitude of care and concern for each individual in our school. The Christian belief that all people are to be given respect is the basis of the behaviour of all adults in our school to each other and towards pupils. It is also the expectation of children's behaviour towards adults and to each other.

School discipline and school rules and the way they are enforced aim to be in keeping with our Catholic understanding. There is a firm discipline within our school, rooted in our convictions about the wrongness of bullying, cheating, lying, unkindness and rudeness. However, all pupils are treated respectfully whatever they have done.

By creating an atmosphere of love, respect, sympathy and forgiveness we are contributing to each child's self-awareness and helping them develop their relationship with God and with each other. We try to support and build on the work of parents at home.

Throughout their years at St. Modwen's the children will be helped to develop concern for the world around them and a respect for all of God's creation. This will be achieved in KS1 by observing the beauty of nature, which is the sign of God's love and care, and by highlighting discussion on environmental issues in Key Stage 2. They will also be made aware of the wider community of the Church, especially in the Third World, by the work of CAFOD, The Missions, Oxfam and the many other charities that we support.

We believe that all human beings, Christian or not, can know by reason the essential difference between right and wrong. Moral education in our school makes use of reasoned arguments as well as appealing to Catholic beliefs. Children examine other faiths and cultures and learn stories with morals from other traditions or faiths as well as biblical examples.

**Please also refer to our Behaviour Policy**

### **4.1 Social Education**

Personal, social, health and citizenship education (PSHCE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

We use the materials from SEAL scheme: Social and Emotional Aspects of Learning. These include areas such as:

- ✓ Learning how to make and sustain friendships
- ✓ How to tackle and prevent bullying (please also see our Anti Bullying policy)
- ✓ How to set goals and develop self motivation, including the importance of supporting

- and championing others with their goals
- ✓ Empathy
- ✓ Tackling tricky issues such as death, divorce, moving schools and how to discuss these areas/ support their friends socially
- ✓ Team work
- ✓ Group discussion and social interaction skills
- ✓ Moral dilemmas
- ✓ Anti-social behaviour such as vandalism or theft
- ✓ Acceptance and value of others from different social backgrounds

#### **4.2 British Values for a Modern British Society:**

British Values: We are very proud to have many nationalities in our school with several different home languages such as: English, Polish, Portuguese, Irish, Malayalam, Igbo, Lithuanian, Bulgarian, Hiligaynon, Shona, Filipino and Italian. We are a Catholic school and Catholicism is an international faith; many families are drawn to our school because of its diverse, welcoming community despite being situated in a rural English town which is predominantly White British. We are proud to promote British Values in our curriculum and through the implementation of our Equal Opportunities Policy.

The children have opportunities to learn about the current life and times of our Royal Family, as well as its deep History. The children have many opportunities to learn about a range of faiths and how they are both similar and different to Catholicism. Pupils are able to take part in a range of democratic activities with a real purpose such as acting out parliamentary style debating; standing for election and voting for school council places; House Captains and Vice Captains. They learn about what is/is not against the law in an age appropriate way, including with reference to being safe online. Our mission is delivered through Gospel Values which reflect the British values of individual liberty, mutual respect and tolerance of those of different faiths and beliefs however we would go further and say that we celebrate diversity rather than tolerate it!

The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Our curriculum for social education includes links with the diocesan materials for Family Life and our RSE curriculum which ensures from a social development perspective that all pupils:

- ask for help when they need it.
- develop confidence and responsibility so that they make the most of their abilities.
- have opportunities to start to develop their active role as citizens.
- develop a healthy, safe lifestyle.
- develop good relationships, respecting the differences between people.



- develop positive self esteem and self awareness.
- consider social and moral dilemmas as they come across in everyday life.

#### **4.3 Vocational Development**

We use the materials disseminated at the Archbishops' Conference 2012 which promoted a culture of vocation within schools. These are descriptors which show what vocationally active schools provide and what vocationally aware pupils demonstrate. This includes:

- being a people of hope
- service and sacrifice for the community e.g. becoming altar servers or members of the church choir
- their unique formation and what they feel a calling to do/be
- learning about different types of vocations and the nature of a vocation
- looking at examples from the saints
- praying for vocations
- guest speakers re vocational life

The adults in our school are encouraged to model this vital element of Catholic life for example:

- supporting school fundraisers
- attending community events to help out e.g. running the tombola
- giving their time to support pupils in their Sacramental life/preparations/celebration e.g. setting up the Holy Communion

#### **4.4 Multi-cultural Education/Cultural Diversity.**

*....."So there is no difference between Jews and Gentiles, between slaves and free men, between men and women; you are all one union with Christ Jesus."  
(Galatians 3:28.)*

*"By ensuring a global perspective to our work we can widen the horizons of our pupils, both to their own multicultural society and at the world at large, fostering skills of tolerance, co-operation and understanding."  
(Developing a global dimension in the school curriculum. 2000)*

St Modwen 's is set within a locally diverse society and catchment. Our children are growing up in a multicultural society and an ever shrinking world. Therefore, it is vital to prepare our children for the pressures and privileges of being responsible global Citizens.

#### **The aims of Multicultural Education.**

At St. Modwen's, we aim to provide a positive learning environment, that is without discrimination of faith, race, culture, gender and ability. Since Christ loves and died for all man-kind, the universality of his love must be reflected in the life and conduct of the school. As Catholics in a multi-faith community, it is important for the children to know and understand that Christianity is not the only religion, but that other religions exist.

As Educators it is our job to help pupils:

- To understand the world in which they live and the interdependence of individuals, groups and nations and the environment.
- To understand the multicultural nature of society.
- To promote self-esteem and to foster respect for those having different beliefs, traditions and religions.
- To develop an attitude that actively opposes prejudice and discrimination of any kind.
- To live and work harmoniously and with equality of opportunity in a multicultural society.

#### **The implementation of these aims:**

At St. Modwen's we aim to implement multicultural education by:

- Relating positively to the cultural diversity of British society and the global community.
- Promote positive attitudes towards different ethnic and religious groups by arranging contact with different ethnic and religious groups.
- To ensure that we value all pupils equally as individuals.
- To ensure that we provide a caring community and genuine equality of opportunity.

#### **Strategies to Integrate Multicultural Education into a Whole School Approach.**

- Literary texts that portray people from a variety of ethnic, social and religious backgrounds.
- Visits to neighbouring towns and cities.
- Visits to museums, art galleries and educational centres that allow for discussion on change in society and customs.
- Charity appeals that highlight positive aspects of other cultures and place deprivation in context.
- Assemblies that deal with moral and religious topics involving aspects of other faiths, cultures and life styles.
- Our Multi-Faith curriculum provision as highlighted on our SMSVC Curriculum grids
- Our curriculum for the development of modern foreign languages
- extend their knowledge and understanding of different cultures and times.

#### **4.5 Our Community**

St. Modwen's school promotes the development of a caring, sharing community founded on the Gospel message and the teachings of Jesus Christ in which every child is recognised and respected and everyone's contribution is valued.

As part of the Catholic Education System the school promotes and nurtures the development of the Catholic faith of each individual in the school community. The teachings of Jesus Christ are reflected in every aspect of school life and prayer, worship and liturgy are real educational experiences. The school seeks to guide and develop the children in such a way that their academic and physical potential is matched by their spiritual growth and development.

At St. Modwen's children will be encouraged at all times to behave with consideration, respect,

courtesy, tolerance and love for others based upon our Lord's clear message to love others as much as ourselves. The school will provide a caring, safe, secure, supportive and disciplined environment in which children appreciate that certain standards of behaviour are necessary. As a staff we are in agreement to our expectations of behaviour, our attitudes are positive and we are consistent in our treatment of children. We believe in the liberal use of praise, approval and the encouragement of good behaviour, at the same time recognising the necessity of correction for the minority of the less biddable children.

Children are encouraged to let someone know if/when things are troubling them at school or home so that appropriate action can be taken.

St. Modwen's works in partnership with parents and endeavours to involve parents in the education of their children.

"Parents are their children's first and enduring teachers. They play a crucial part in helping their children learn." "Excellence in Schools" Government White Paper.

Through our Home/School Agreement, we have shared values and objectives, in order to support and extend pupil learning and foster a climate of co-operation and better communication and understanding. This is central to the school's success and development.

We strive to encourage parents to recognise that they must be accountable for the behaviour of their children and we try to advise, help and support parents who might be experiencing difficulties with their children. Parents are encouraged to attend our Parenting Course when their children start school.

*For further details please see our Home/School Agreement.*

At St. Modwen's we celebrate our children's successes and achievements, and through a system of guidance and support nurture them to achieve their potential. We strive to ensure that children leave our school confident in their abilities, articulate in expressing their views, respectful and caring in their relationships, and responsible in their actions as Christians.