

Evidence to support the judgement of ‘outstanding’ in social, moral, spiritual and cultural education (SMSC).

Bishop Challoner Catholic College’s mission statement underpins the outstanding delivery of social, moral, spiritual and cultural education (SMSC). This is supported by the school prayer, curriculum, extra-curricular activities, framework for attainment and the dedication of all staff striving to develop the whole person; allowing each pupil to reach their potential spiritually, morally, academically and socially enabling them to become respectful and tolerant young people.

Students develop their self-knowledge, esteem, and confidence through a plethora of experiences they encounter whilst being a student of Bishop Challoner Catholic College. This in turn enables them to distinguish right from wrong, accept responsibility for their behaviour and make informed decisions and remain safe.

Tolerance and harmony of different cultures and traditions is an expectation of all pupils which encourages respect for all people allowing an understanding of others beliefs and values. Students are aware of the importance of democracy and the rule of law, and how it contributes positively to the lives of all.

Spiritual Development

Pupils are encouraged to be reflective about their own and others beliefs, religious or from a non-faith background. This informs their perspective on life and their interest in and respect for different people’s faiths, feelings and values. Pupils’ sense of enjoyment and fascination in their learning about themselves, others and the world around them, can be seen through the creative and diverse curriculum and enriching extra-curricular activities such as:

- Extensive chaplaincy work that encourages pupils to engage with spiritual aspects of their life and the lives of others through in-house and residential retreats, prayer booklet, collective worship in forms, assemblies and twice-weekly masses as well as through their all-encompassing charitable work. Evidence of which may be found within the Catholic and spiritual visual gallery.
- Each year group has a chaplaincy team who are responsible for aiding and delivering prayerful reflection, charitable giving and collective worship. Their extensive work ranges from assisting with whole-school masses to organising whole-school charity and events.
- Staff are encouraged to engage with their own spiritual development through prayer in morning briefing, during form and within lesson time. This is supported through the creation of a themed monthly prayer booklet.
- The creativity of pupils during spiritual reflection is encouraged through the RE curriculum, retreats, and extra-curricular activities. This is exemplified in the seasonal

giving of Christmas cards designed by students and the religious themed artwork displayed around school.

- During breaks students may spend time in peaceful reflection or discussion in the peace garden or chapel. The peace garden signs have been designed by product design students with the challenge of encompassing the school logo 'Laus Deo' (praise God). Around the school are areas used for students to harvest their own ingredients in the Eco Project which instils respect for the blessing of food and the significance of a shortage of food in many developing countries.
- Students have the opportunity to serve others through Pilgrimage to Lourdes during which students humbly expressed their love for the sick, elderly and disabled. This trip provided our students with an opportunity to grow as young, active Christians; young people going out into society to act justly, love tenderly and walk humbly with their God.
- John Paul the Second Award grants our sixth form pupils the opportunity to become more actively involved in the life of their parish and community inviting them to experience the contentment and fulfilment that comes through serving others, especially those in great need.
- CAFOD Young Leaders Programme grants a group of year nine students the training in leadership and CAFOD values in order to implement and promote the positive work of CAFOD's new champagne 'One Climate One World' within school. As a result of the phenomenal work they have done informing school council and helping to lead collective worship of the Chaplaincy Team, CAFOD has subsequently been chosen as the whole school charity.

Moral Development

Moral development is embedded into the ethos of Bishop Challoner whereby students are encouraged to build character and virtues through: the curriculum, extra-curricular activities, assemblies, pastoral care, school trips, school council, chaplaincy and through opportunities of charity. Evidence of such development includes:

- Global awareness is established throughout the curriculum (see 'Pupils in a Global Society' document) in order to infuse a sense of responsibility for others that extends globally. Student's global perceptions of the world enable them to explore the different moral values held and explain their own moral stance in light of their experiences.
- The curriculum engages pupils with the civil and criminal law of England, and in evaluating their position on what is right and wrong, students demonstrate respect for law and the consequences of their behaviour in society today. As part of the new

twenty-first century learner year eight curriculum, all students attend a trip to Safe Side where they investigate laws, youth crime, rights in the police, what happens to youth offenders, sentencing, adult court and punishment for adult crimes.

- 'Precious lives' assemblies delivered by the 'Birmingham Community Safety Partnership', use real life stories, it is designed to highlight how every choice has a consequence, some of which can be life changing. Providing students with accurate and up-to-date information, it enables them to make informed decisions based on risk and consequence.
- PHSE awareness days are planned into the school calendar to inform students of difficult moral issues that arise and give them information to make informed decisions.
- Through school policy (see e-safety policy) and the curriculum (IT & 21st Century Learner) the importance of e-safety is explored and explained. Students are taught to make wise choices when using modern technology to keep themselves and those around them safe.
- The vast and dedicated pastoral work within the school aids students to develop a sense of right and wrong and enables them to strengthen their ethical perceptions. Students are fully aware of the consequences of their actions because of their pastoral support. Avenues such as head of year, form tutors, personal tutors, consistent and regular contact home (via reports, phone or text communication, newsletters, the school website), and school policies (e.g. behaviour policy) students know where they can ascertain guidance with moral dilemmas and are supported in making the right decisions.

Social Development

The social development of students at Bishop Challoner manifests within the extensive range of experiences open to students thus preparing them for modern life in Britain. Through work experience, personal tutor, the curriculum, extra-curricular activities, school trips, one-off events such as the girls aspirations day, career advice and support, chaplaincy, school council and leadership opportunities the pupils' social development flourishes.

- As a result of the spiritual work within school students are invigorated to develop their social skills by engaging with a diverse array of people. For instance, in twice termly inter-faith debates students have the opportunity to deliberate with the beliefs and perspectives of students from other religious backgrounds. Additionally the pilgrimage to Lourdes offers all students the ability to interact with people of all ages, ethnicities

and socio-economic backgrounds. Students are also expected to reflect upon, serve and celebrate those whom they do not know from different ethnicities and socio-economic background by supporting the work of CAFOD, our whole school charity.

- Pupils and staff participate in themed activities throughout the school year that aid them to engage with cultural differences, through events such as the canteen's world food days, school trips and the French exchange programme.
- Pupils of key stage 3 and 4 are encouraged to attend a weekly after school youth club which consists of school members and parish members. Sixth formers help deliver both youth clubs. This time allows students to interact with other young people whom they might not get the opportunity to interact with and encourages students to build social relationships in a safe, friendly and relaxed environment.
- Conflict resolution and cooperating well with others is a central part of students' character education developed through the curriculum, taught in 21st Century Learner, religious education ('Marriage & Family Life' and 'Community Cohesion' topics, see Fundamental British Values document) and key stage 4 Healthy Relationships Days.
- Bishop Challoner Catholic College has a strict policy on ensuring students promote respect and tolerance for people of all faiths and beliefs which is constantly enforced. Students and teachers are encouraged to challenge intolerant comments or behaviour towards others. Students actively engage with the messages of peace and unity that is fundamental to all major religions; this message is shared throughout religious education lessons and promoted through forms as planned within the PHSE calendar.
- Pupils' attitudes to democracy, law and liberty are shaped across many subjects in every key stage, with a particular focus on the foundations and virtues of democracy, law and liberty in the 21st century schemes of work for years seven and eight which incorporates a trip to Safeside as described earlier.
- To enable female students build positive friendships, raise their self-esteem and increase their fitness the PE Department have developed an extensive range of activities that target girls, many of whom would not otherwise get involved in extra-curricular sport. To increase the motivation of the girls and allow them to reach their progress, goals have been set and presented in an accessible form of a booklet for the girls to use and see their achievements. The young girls have responded positively to the opportunity to participate in this project with these activities being well attended. The qualitative summary of leadership activities for term one of academic year 2014-2015 highlights that there are more females taking up leadership roles within the school than there are males.

- Through various leadership opportunities, students can engage with social situations and roles in order to grow as socially aware young leaders. Examples of leadership opportunities include paired reading, A-level history mentors, geography trip leaders, the PE bronze award, film club leaders, sixth form running the netbook repair shop and also the Sports Centre. Explanation of each is contained in the Qualitative Summary of Leadership Activities term one report.
- The extra curricular 'debate mate' club allows key stage 3 pupil's the opportunity to plan and debate a wide variety of topics. The pupils have the opportunity to debate against other schools in the local area and across the West Midlands as well as attending Birmingham University.
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Cultural Development

Students develop a sophisticated insight into their own and others' cultures from first-hand experiences and the consistent celebration of diversity of faith and culture.

- Throughout the curriculum (including but not limited to the work done within 21st Century Learner) student's develop their knowledge of Britain's democratic parliamentary system and the role it has played, and continues to play, in shaping our values today. Students are able to participate in and recognise the value of democratic processes through the school council.
- Students have demonstrated a willingness to participate in cultural opportunities that affords them the occasion to appreciate the range of different cultures within society and prepare them for life in modern Britain. This is particularly prominent throughout several of the school's international trips such as the Battlefields trip and French exchange, and through the work students undertake within the community of Birmingham (such as the sixth-form tea parties and interfaith debate society). Additionally students may celebrate the dynamic aspects of cultural heritage via in-school events including the themed food days in the canteen and the Steel Band performances during break-time.
- All students are encouraged to explore and celebrate diversity in faith and culture as part of our aims to develop students as global citizens (see Global Citizens documents). This is evident by students' tolerance and positive attitudes towards different religious, ethnic and socio-economic groups at the local, national and global

level. Students are frequently reminded through form time, in their daily prayerful reflections and through visual posters around the school about the need for unity amongst people of all faiths and cultures in line with the PHSE calendar.

- Promoted by the year 9 young leaders programme, chaplaincy team, assemblies and the collective worship rota, students share in their love and respect for their global neighbours. Students engage with the theme of a global social responsibility to others evident in the zealous support of both staff and students.

Community Cohesion

The extensive range of social, moral, spiritual and cultural education at Bishop Challoner extends beyond the confines of working with the currently enrolled students. Bishop Challoner, in its quest to *“develop our full potential and in our service to others”* prides itself on the work it does to promote and sustain community cohesion.

- The qualitative summary report of leadership activity in term one (2014-2015) outlines the exceptional work of young leaders in our school. The report documents 166 pupils who took part in at least one leadership event last half term.
- Science, technology, engineering and mathematics (STEM) focuses within the school have led to several community based projects that incorporate opportunities for students to engage with other students across the West Midlands and interact with ambassadors from STEM industries. Such opportunities include several STEM clubs that run throughout the year, one club promoting STEM opportunities for girls led to a ‘Go4Set’ Silver Award being awarded for their innovative Eco classroom design. STEM has also awarded leadership opportunities to year nine students who assisted in planning and implementing a STEM fair for year five students. Many students who might not otherwise participate in extra-curricular activities demonstrated a willingness towards engaging in community cohesion whilst developing themselves as leaders.
- The science department also lead extracurricular primary science clubs in our feeder primary schools. A-level students support the science staff in running these clubs.
- Many teachers also take pride in working with the local community, such as our sports leaders and chaplaincy workers. Links to several local primary schools enable students and teachers to build relationships with those in our community. Often our Chaplaincy team will assist the chaplaincy worker in his weekly visits to local primary schools in order to share and inspire the primary students with the spiritual growth they have received through the work Bishop Challoner.
- The PE department works tirelessly in promoting leadership opportunities for students to engage in community activities and share their passion for their community, for example, students are selected and trained as the ball crew to the Aegon Classics

tennis tournament each year where they dedicate themselves to representing the Bishop Challoner community in the wider Birmingham community. Year nines students are due to embark on their leadership curriculum within their PE lessons during the Spring term (January – Easter) which include particular incentives of a Youth Sport Trust accredited award for using the leadership skills learnt.

- Students are being regularly recognised by external organisations for their hard work in developing projects that are shared with the local community. For example a group of year eight students recently received the Silver Award at the Health For Life Reward Ceremony to congratulate them on their effort in the Eco School Project. Students were commended on their promotion of a sustainable lifestyle.
- Sixth form students raise money in order to hold half termly tea parties for the elderly in the community. The students also provide a variety of entertainment during these tea parties.

Evidenced by the many achievements considered in this document the school strives to develop SMSC with the students at the heart of this work.