



OAKLANDS CATHOLIC SCHOOL & SIXTH FORM COLLEGE

STATEMENT ON SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

The school's Values and Mission statement all of which are grounded in the gospel message of Jesus Christ recognise that education at Oaklands 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 guided by the Holy Spirit. This view underpins the governor's strategy.

Our commitment to spiritual, moral and development is assessed through the Section 48 validation process. This also touches on elements of social and Cultural Education. The Portsmouth Diocese validated this as 'outstanding' in 2019.

Spiritual development 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. At Oaklands, 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.

Examples of what we do	Examples How we do this
<i>Develop in students a willingness to reflect on and appreciate the Catholic faith which gives Oaklands its distinctive but inclusive ethos</i>	<ul style="list-style-type: none"> • <i>Use of Chaplain</i> • <i>Commitment to Catholic social teaching e.g. the Romero Award.</i> • <i>Opportunity for students to participate in the sacramental life of the Catholic faith</i> • <i>Focus on the quality of relationships</i> • <i>The Oaklands Way</i>
<i>Ensure that students understand they are unique and have God given gifts which are loved</i>	<ul style="list-style-type: none"> • <i>Rich curriculum with varied and different opportunities so all students can find success</i> • <i>Significant programme of extra-curricular activities for all</i> • <i>Commitment to provision for vulnerable students</i>
<i>Provide opportunity for personal prayer, devotion and reflection to enable a sense of awe, wonder, mystery and the Divine</i>	<ul style="list-style-type: none"> • <i>Opportunity for silence and reflection in lessons and Chapel</i> • <i>Weekly Prayer sheet, prayer at the beginning and end of the day</i> • <i>Ensuring a variety of worship across the year</i> • <i>Opportunity for students to go on retreat in KS4&5</i> • <i>Meditation</i> • <i>Exposure through the curriculum to ponder on the mysteries of the world</i> • <i>Opportunities for creativity through the curriculum</i>



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<i>Through the development of resilience ensure students can cope with and support others in times of suffering which human life naturally presents: anxiety, stress, unhappiness, separation, illness, and death.</i>	<ul style="list-style-type: none"> • Address issues of life and death through the RE curriculum • Response to natural disasters • Genocide project • Fundraising e.g St Johns
<i>The ability to value the special nature of human relationships, recognising their own uniqueness and that of others.</i>	<ul style="list-style-type: none"> • Day of reflection • Relationships day

Moral development is concerned with a student's 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.

At Oaklands our code of conduct is an important induction to issues of fairness for all and to the consequences and rewards of operating outside and inside a set of agreed principles. Moral development, based on Catholic/Christian teaching should enable pupils to become increasingly responsible for their own actions and behaviour.

Examples of what we do	Examples How we do this
<i>Develop in students the ability to approach various kinds of problems methodically and effectively; to undertake courses of action, evaluate them and modify these actions appropriately</i>	<ul style="list-style-type: none"> • Through PDC curriculum and activities in the same • Promotion of moral issues through events such as FairTrade. • Use of Buddies in year 7 to guide students and help with choices
<i>An awareness of and enjoyment in using their imaginative potential and the reasonability this brings</i>	<ul style="list-style-type: none"> • Assemblies • Curriculum e.g issues in science and the environment • e safety



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<i>The ability to assume moral responsibility based on Christian belief and conviction.</i>	<ul style="list-style-type: none"> • <i>Relationships day Yr 9</i> • <i>Behaviour policy</i> • <i>Assemblies</i> • <i>Application of the Christian message</i> • <i>Reconciliation /Restorative justice approaches</i>
<i>The ability to be able to distinguish between right and wrong and make the correct decisions</i>	<ul style="list-style-type: none"> • <i>Mentoring</i> • <i>Role model of staff</i> • <i>Assemblies</i> • <i>The Oaklands Way</i> • <i>Tutor time</i> • <i>Anti-bullying week</i>

Cultural development at Oaklands relates to the Mission of the Catholic Church is written into the heart of the identity of Oaklands. This mission seeks to bring culture and life into harmony. This is often expressed as the synthesis of faith and culture. To explore this, students need a detailed understanding of their own culture and journey to this point as well as an understanding of the culture of others and the influences that this has had.

<i>Example of what we do</i>	<i>Examples How we do this</i>
<i>Develop a balanced approach to different cultures and traditions that are part of modern Britain</i>	<ul style="list-style-type: none"> • <i>Interfaith week assemblies</i> • <i>Curriculum</i> • <i>Music – different types</i> • <i>Charity work</i> • <i>Direct contact e.g SKYPE contact with Kenya</i> • <i>International Club, Erasmus project</i>
<i>Explore seriously the religious faith which has shaped the particular culture from which the pupil has come.</i>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Through teaching of RE which looks at others beliefs and traditions</i> <i>Significant numbers of students study a language up to end of KS4</i> <input type="checkbox"/> <i>Curriculum e.g History ‘Black history’ project</i> <input type="checkbox"/> <i>EAL display board</i>



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<i>Development of own culture and background</i>	<input type="checkbox"/> <i>International day</i> <input type="checkbox"/> <i>Theme days in the canteen</i> <input type="checkbox"/> <i>Text and literature in RE and English</i> <input type="checkbox"/> <i>Geography schemes of work</i>
<i>Develop an understanding of different faiths and cultures that pervade modern Britain</i>	<input type="checkbox"/> <i>Geography curriculum– Human geography</i> <input type="checkbox"/> <i>Faith Unity week Assemblies Visits and talks</i> <input type="checkbox"/> <input type="checkbox"/> <i>Appreciation of ritual and tradition of cultures</i>

Social development relates to students' ability to find their place in society both now and in the future. All the experiences children have in school will help them learn about social norms rules and relationships.

<i>Example of what we do</i>	<i>Examples How we do this</i>
<i>Develop an awareness of the of part students have to play in society both now and as adults</i>	<ul style="list-style-type: none"> • <i>Work experience</i> • <i>Links with charity</i> • <i>Links abroad</i> • <i>Curriculum - History and RE</i>
<i>Provide a safe environment for students to learn and understand different social interactions</i>	<ul style="list-style-type: none"> • <i>The Oaklands Way</i> • <i>Canteen environment where students sit and talk with each other</i> • <i>External seating</i> • <i>Defined play areas</i> • <i>Mixture of group and peer led tasks in lesson</i> • <i>Activities across mixed year groups e.g House, school council and charity events</i>



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<p><i>Recognition of the rights of others to hold their own views and a respect for those who have different beliefs and customs</i></p>	<ul style="list-style-type: none"> • <i>Visits to centres that focus on other cultures during challenge week</i> • <i>Curriculum Art. Drama. English</i> • <i>MFL trips</i> • <i>Year 9 relationship day</i> • <i>Visitors in school</i> • <i>International weeks</i> • <i>Careers</i> • <i>Alumni</i>
<p><i>Provide a DIFFERENT experience by working with others who are not directly part of the Oaklands Community</i></p>	<ul style="list-style-type: none"> • <i>Transition and enrichment opportunities for primary students</i> • <i>Visits and trips</i>
<p><i>Deal promptly with discrimination and harassment</i></p>	<ul style="list-style-type: none"> • <i>Teach children about stereotyping and discrimination</i> • <i>Make it clear that certain types of behaviour are not tolerated</i> • <i>When discrimination is apparent take decisive action.</i>