

The Catholic School of Saint Gregory the Great

Believe and Achieve



SMSC AUDIT

The spiritual development of pupils is shown by their:

Pupil characteristics:	What does it look like in our school?
Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	We pride ourselves on our school ethos in which all beliefs, religious or otherwise, are shared and celebrated. Children are actively encouraged to share their thoughts, beliefs and ideas on a range of spiritual, moral, social and cultural issues through the use of questioning and 'thinking skills' in subjects such as RE and English. Each term, children vote on which 'value' they would like to think more deeply about. Weekly assemblies, led by class teachers, enable children to develop an understanding of the importance of values such as 'respect', 'friendship' and 'responsibility'. In all lessons, a spiritual, moral, social and / or cultural learning objective or success criteria is shared. Children communicate effectively with one another and show respect for different people's faiths, feelings and values. Other faiths, including Judaism, Islam and Hinduism, are taught during 'other faith' weeks throughout the year and these enable children to recognise and understand the beliefs of others. Our last Ofsted inspection found that, <i>'The inclusive and diverse nature of the school community means that pupils have a very good, first-hand understanding of other faiths and cultures. The school council is representative of different groups, including those with special educational needs and/or disabilities.'</i>
Sense of enjoyment and fascination in learning about themselves, others and the world around them	Pupil voice has a very high profile in our school and this enables staff to ensure that all children have a sense of enjoyment and fascination in their learning. Regular pupil conferencing is conducted by subject leaders and findings shared to ensure that lessons are carefully planned to respond to the needs of children. We have worked carefully with the new National Curriculum to ensure that we offer a range of interesting and engaging topics appropriate to the age and ability range. Our last Ofsted inspection found that, <i>'In lessons, pupils are enthusiastic learners and understand the achievements of others, so that they</i>

	<i>clap the successes of their classmates.'</i>
Use of imagination and creativity in their learning	We promote a love of learning in our school by planning and creating stimulating and engaging learning experience which draw on a range of skills. The senior leadership team and teaching staff have worked closely together to map and plan a topic based curriculum across the school which incorporates the new National Curriculum learning objectives for history, geography, computing, art, design and technology and science. By teaching in this way, children are able to utilise a range of skills across lessons and recognise the interconnectivity of their learning. Our last Ofsted inspection found that, <i>'Highly effective and inspiring teaching creates challenges for pupils in lessons, and these engage them well. Younger pupils were captivated in a literacy lesson about report writing by asking questions of the teacher who, dressed as a ladybird, was a witness to a crime scene where a flower pot was destroyed.'</i>
Willingness to reflect on their experiences.	One of our school's key strengths lies in the evaluation process both for staff and children. Assessment for learning is embedded in all lessons across the school providing all children with the opportunity to reflect on their experiences and learning. In all lessons, children are given a spiritual, moral, social and cultural learning objective or success criteria from the 'What if' curriculum which relates to the learning or lesson activities. This enables both staff and children to uphold a holistic approach to teaching and learning. Pupil conferencing has shown that children enjoy these opportunities to be reflective throughout the school day. Meanwhile a rigorous monitoring and self-evaluation process is maintained by school stakeholders including staff, governors and children. This enables all within the school community to reflect on our work and mission as a Catholic school. Regular monitoring feedback is shared and this allows us, as a school, to identify and act upon areas for development collectively.

The moral development of pupils is shown by their:

Pupil characteristics:	What does it look like in our school?
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and	Behaviour in our school is very good. Children recognise the difference between right and wrong and the importance of forgiveness, both of one's self and others. Our Catholic faith is at the heart of all that we do and children across the school recognise the teachings of Jesus as a way of life. Weekly Gospel and values assemblies allow children to both question

criminal law of England	and deepen their understanding of these teachings so that they may apply them in their own lives. RE and PSHE teaching allows children to recognise that our actions are also subject to legal boundaries. Children in Year 6 participate in a 'mock trial' each year which provides an opportunity to develop respect for the civil and criminal law of England. Out of the schools which took part this year, our teams were awarded both the first and second prize. Our last Ofsted inspection found that, <i>'Pupils feel safe and know who to talk to if they have a worry or concern. They have an excellent understanding of how to keep themselves safe. They promote safe practices in others, such as working as traffic cops with the police, to ensure parents and carers park safely outside school.'</i>
Understanding of the consequences of their behaviour and actions	A clear system of behaviour management is upheld by all and is centred upon restorative justice and forgiveness. This enables children to recognise that their actions have consequences both for themselves and others. With Jesus as our example, we teach the importance of forgiveness in enabling us all to learn from our mistakes and move forwards together. Our last Ofsted inspection found that, <i>'Pupils behave very well and are extremely polite.'</i>
Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	As a Catholic school, we devote 10% of teaching time to Religious Education. In these lessons children are given the opportunity to learn about religion and learn from religion. It is in learning from religion that children are asked to consider and respond to both moral and ethical issues such as 'Is war ever right?' and 'Can everyone be forgiven?' Through class discussions and debates children understand and appreciate the viewpoints of others on such issues. Higher up the school, children are also asked to consider such questions from the viewpoints of others. For example, children in Year 6 wrote an open letter to a newspaper to give a Muslim response to the question, 'Is war ever right?' Through these activities, children recognise that we all have different ideas, beliefs, values and opinions and that there is not always a right or wrong answer. This in turn enables children to feel free in sharing their own views safe in the knowledge that they will be treated with respect.

The social development of pupils is shown by their:

Pupil characteristics:	What does it look like in our school?
Use of a range of social skills in different contexts,	In our school, we are very lucky to welcome children and families from a range of socio-economic, religious

for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	and ethnic backgrounds. As a result, our children interact confidently with others from different backgrounds and recognise the importance of respect and understanding. Children recognise that, though we may be different, we are all created in God's image and loved equally. Our dedicated Child and Family Action (CAFAW) team and English as an Additional Language (EAL) team provide invaluable support for both parents and children within our school community. Our last Section 48 inspection found that, <i>'An example of very good practice here is the appointment of a pupil to represent SEN pupils. The school works exceptionally hard to include all pupils particularly those from different ethnic groups; data collected in 2010 on their progress shows that these pupils are performing above the national average. Older pupils take responsibility for younger ones, for example at wet breaks they help look after the younger ones in class and devise games for them to play.'</i>
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	As a Catholic school we benefit from strong links with our local parish and Catholic community. We believe that school, parish and the home should work closely together to achieve the best results for our children. In this way children are used to participating in a range of social settings and cooperate well with others. For example, our Chaplaincy Team have worked closely with chaplaincy team members from our Catholic cluster schools to share good practice and identify areas for development. Being located in the centre of town also means that we maintain a number of links with local businesses and amenities such as Waitrose, The Wilson Art Gallery and Museum and the children's library. Children participate keenly in these different social settings and are very fortunate to have the range of experiences they do. Our last Section 48 inspection found that, <i>'Throughout the inspection pupils behaviour demonstrated their commitment to supporting each other and working to the best of their ability. They have taken to heart the school motto, "Believe and Achieve" and are concerned to develop their own learning. Pupils like coming to school and feel valued. They respond well to the needs of others in the wider community and clearly understand how action for justice connects to the values of Jesus.'</i>
Acceptance and engagement with the fundamental British values of democracy, the rule of	Our Catholic faith instils in us the belief that our lives are purposeful and as such we should live for the service of others. Children understand that they have an important role to play in society and that they must

law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	contribute positively by working hard and showing care and consideration for others. All within our school community are able to articulate our school mission statement, 'believe and achieve' and recognise the importance of self-belief, faith and achievement for all. Whilst our faith teaches us to respect others, it does not simply promote 'tolerance'. In addition we advocate love for others just as Jesus taught us, "A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." (John 13: 34 – 35). Our last Section 48 inspection found that, <i>'One of the real strengths of the school is the inclusion of pupils from different backgrounds. All pupils were respectful of difference and understood that others may not hold the same beliefs as they do. Pupils from different cultural backgrounds talked about the welcome and support they had been given. The pupils understand that values expressed and lived out by Jesus need to find expression in their own lives.'</i>
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The cultural development of pupils is shown by their:

Pupil characteristics:	What does it look like in our school?
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	Through our topic based curriculum children learn about the cultural heritage of both themselves and others. With the use of timelines and class maps we promote an understanding of the way countries and communities have been shaped over time and how locations differ in both human and physical geographical features across the world. Our RE curriculum also enables children to learn about the heritage of world religions.
Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	In our school, we are very lucky to welcome children and families from a range of socio-economic, religious and ethnic backgrounds. As a result, our children interact confidently with others from different backgrounds and recognise the importance of respect and understanding. Children recognise that, though we may be different, we are all created in God's image and loved equally. Our last Section 48 inspection found that, <i>'St Gregory's pupils come from a variety of cultural backgrounds and this is seen as a strength of the school by many parents; the comment "it is a true reflection of the real world with children from lots of different ethnic and social backgrounds and we feel the school caters for all of these tremendously," was typical of the many comments received.'</i>

Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Across the school, classes maintain an 'In the news' display. This provides children with an opportunity to share and find out about what is going on in the world through the medium of news. Children often bring in newspaper articles which they have found interesting and this helps them, and others, to develop an understanding of politics and world affairs. On the day of the general election we held a similar voting day in school in which children were encouraged to go and cast a vote upon playtime routines. The emphasis was placed upon children choosing to participate in the vote in order that they recognise the importance of having their say during voting opportunities. Older classes watched with interest as the votes were counted and successful candidates announced following the election which in turn led to discussion of the merits of the different political parties.
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	We are very fortunate to have a number of music specialist teachers in our school and children benefit from both class and individual music lessons. Children enjoy participating in our school orchestra and choir and the whole school enjoy their performances throughout the year. As part of the school sports network our children are also very fortunate to be asked to participate in a range of sporting events such as swimming galas, dance festivals and the Cheltenham half marathon. Children are very keen to be involved in these events. All of our children also benefit from specialist PE coaching for sports such as football and tennis. Art is embedded across our curriculum in a range of subjects and lessons whilst specific skills are taught in focused lessons with links to our topic curriculum. Opportunities to extend our most talented artists are provided by the art subject leader. One such opportunity was a recent visit to Nature in Art to illustrate our new school mission statement. Our last Section 48 inspection found that, <i>'The use of music, drama and ICT to enhance the school's prayer life was demonstrated in the assemblies and pupils welcomed the opportunity to be involved and engaged.'</i>
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance	In our school, we are very lucky to welcome children and families from a range of socio-economic, religious and ethnic backgrounds. As a result, our children interact confidently with others from different backgrounds and recognise the importance of respect and understanding. Children recognise that, though we may be different, we are all created in God's image and loved equally. Whilst our faith teaches us to respect others, it does not promote 'tolerance'. Instead

and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	we advocate love for others just as Jesus taught us, "A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." (John 13: 34 – 35). Our last Section 48 inspection found that, <i>'One of the real strengths of the school is the inclusion of pupils from different backgrounds. All pupils were respectful of difference and understood that others may not hold the same beliefs as they do. Pupils from different cultural backgrounds talked about the welcome and support they had been given. The pupils understand that values expressed and lived out by Jesus need to find expression in their own lives.'</i>
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How each subject contributes towards spiritual, moral, social and cultural development:

English	In English we believe that words and language are essential to all human life and activity. The Bible says: 'In the beginning was the Word and the Word was with God and the Word was God.' We believe that all human creativity and thought depends on words and it is through our language that we can express our love for God, for his creation and for each other. English contributes to SMSC development by allowing pupils opportunities to question and reflect on books with clear social messages, as well as media and social texts. Our storytelling work encourages creativity and enquiry whilst giving children opportunities to reason and explore ideas. In this way we are also able to teach children to empathise with others and to respect their thoughts, feelings and opinions.
Maths	In Maths lessons pupils are encouraged to develop their understanding of Mathematics and how it relates to the world around them. Maths teaching should actively encourage risk taking which enables pupils to explore and try new ideas without the fear of failure. This is fundamental to building pupils' self-esteem within Mathematics. Throughout history, the study of Mathematics stems from intrigue and curiosity, with people's desire to pose and solve problems relating to the real world or purely within mathematics itself. Pupils are encouraged to appreciate this and use their own Maths to explore and question the way the world works and also to apply their reasoning to puzzles for their personal satisfaction.
RE	In Religious Education we believe that each person is created in the image and likeness of God and is called to live in a relationship with Him. We celebrate and embrace the uniqueness of each individual as we work together to deepen our relationship with God. Religious Education contributes to SMSC by helping pupils to know God and recognise his presence in their lives this in turn enables children to recognise their own value and worth. Our

	RE curriculum assists children in forming good relationships by teaching them to recognise the importance and dignity of others. By enabling children to understand the life and teachings of the Catholic Church, we promote a sense of love and respect for all. This also develops in children an awareness of their responsibility to care for God's creation. In learning from religion we encourage children to question and seek answers to the important questions in life.
Science	In the words of Albert Einstein, we believe that, 'science without religion is lame, religion without science is blind.' Science contributes to children's SMSC development through by encouraging pupils to reflect on the wonder of the natural world; fostering curiosity about the things around them. Science promotes an awareness of the ways that science and technology can affect society and the environment; how our lives have changed. Many class activities require co-operation in practical and in turn this can also lead to the development of conflict resolution. Our curriculum raises awareness that scientific developments are the product of many different cultures. Through the use of concept cartoons, children learn to show respect for different opinions and gain confidence in expressing their own. In older years, children are encouraged to consider the moral dilemmas that can result in scientific developments.
Computing	Computing discovers and nurtures in children God given talents and enables them to fulfil their potential where technologies and cultures are constantly changing. Computing contributes to our learning and faith community by providing children with the opportunity to explore the safe and ethical use of modern technology. In older years children consider the moral dilemmas presented when using these technologies. Through the use of programmes such as Windows Movie Maker, children recognise that media provides us with the opportunity to reflect in awe and wonder at the beauty of God's creation. By using a range of computing programmes, children are able to express themselves creatively.
History & Geography	Our topic based curriculum contributes to SMSC development by studying human history and the geography of the planet and ensuring that our children are empathetic, loving and reflective individuals that will play a part in sharing the future of their world. By studying the contrasting environments of the planet children are able to understand the links between people and the environment. Similarly by learning about past wars children recognise the importance of respect for others so that conflicts can be avoided in the future. This in turn encourages children to develop and articulate opinions on important matters in the world. By learning about the past and present experiences of different world communities children develop an understanding of cultural heritage.
Art & DT	Art and Design and Technology contribute to SMSC development by nurturing a creative imagination and encouraging children to

	share in God's work of creation. Our children are encouraged to develop their appreciation and understanding of the world around us through the study of artists and designers. Our curriculum also teaches children to be carers of creation by using resources sustainably and responsibly.
PE	In Physical Education we believe that God grants us ability to know, to care for and to protect the body that was made in His image. For children, this is learned when we promote and model lifetime wellness by teaching health concepts and physical fitness activities. We believe that Physical Education will promote life-long health and physical and spiritual fitness. Physical Education contributes to SMSC development by helping pupils make choices related to fitness based on the value of life and human dignity. Discussion and activities in lessons encourage children to value personal and group mental, physical, social, emotional, and spiritual growth. Our curriculum promotes among children physical fitness for the purpose of enhancing the quality of life and through self-competition recognise that they can improve and achieve. We help children to recognise that life and physical health are precious gifts entrusted to us by God and that we must take care of them. Competition against others helps children to develop respect for each other's skills and talents.