



Principal  
Mr S Brierley

**ST MARGARET'S  
CHURCH OF ENGLAND  
ACADEMY**

*"Achievement by faith and work"*



Diocese of Liverpool

*'Inspired by the knowledge and love of God  
we all come together to learn  
in a Christian community where we are valued  
for who we are and who we could become'*

(School Mission Statement)

**POLICY ON: SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

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See also Policies on Worship, Citizenship, Learning for Life (LfL), Extra-Curricular Activities, Anti-Bullying and Equal Opportunities.

Copies of this policy are available on request to Governors, Staff and Parents

This policy was approved at a meeting of the Standing Committee on

This policy is next due to be reviewed in March 2018

# Mission and Values

## Mission

Our Academy Mission Statement:

**Inspired by the knowledge and love of God,  
we all come together to learn  
in a Christian community where we are valued  
for who we are and who we could become.**

## Values

As an Academy we have adopted 8 Christian values which we feel are the basis of our community.

- A Christian community is a community of faith, and at the heart of faith is **TRUST**. Trust is about letting go – putting ourselves in God’s, and in other people’s, hands. Jesus told his followers to “*trust in God; trust also in me*”; so as we work together, we expect members of our community to be trustworthy and reliable, and not to let others down.
- Education is not just about academic learning; it is about personal development too. As we work together, we expect that good working relationships, and **FRIENDSHIPS**, will develop, between students as well as between members of staff. In John 15, Jesus explicitly calls his disciples not servants, but friends. As a community, we celebrate the selflessness of friendship.
- **JUSTICE** is another value that is central to our community. Justice is about appreciating that our well-being is inextricably linked to everyone else’s. It is not just about our response when someone acts inappropriately; it is also about ensuring that everyone is accorded the dignity and the respect and that is rightfully theirs. Isaiah encouraged us to “*seek justice!*” – and we do.
- From time to time, however, we all get things wrong. Jesus commanded us to show **FORGIVENESS** to each other, and as a Christian community we seek to obey Him. Someone in the wrong should show self-discipline and apologise, making reparation where appropriate; someone who is wronged should accept an apology and not seek to humiliate.
- Education is about far more than chemicals, conjunctions and crotchets! As a community, we seek to foster **WISDOM** and true insight into the way life works – an understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. Such wisdom is rooted in a proper reverence for God: as the Psalmist puts it, “*the fear of the LORD is the beginning of wisdom*”.
- St Paul looked back on his life and was able to say that he had “*run the race*” right to the end. All those involved in education need to demonstrate similar levels of **ENDURANCE** – learning is the ultimate life-long task, a marathon not a sprint. By showing patience and resilience we will ensure that no-one is left behind, and that all are able to achieve their God-given potential.
- These values will be all the easier for us if we show **COMPASSION**. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people’s shoes, understand their point of view, then do something about it – and thus to grow in faith.
- Underpinning all of these, we seek to be a community at **PEACE**. St Paul describes God as the God of peace. We therefore seek to demonstrate harmony, stability and security within our Christian community, downplaying dissent and accentuating the positive.

## **2. SPIRITUALITY AND OUR MISSION STATEMENT**

Our Mission Statement fully embraces the requirement placed on all schools, in the Education Reform Act 1988, to:

‘...promote the spiritual development of all students at the school, and of society, through the provision of a balanced and broad curriculum.’ [para 1:2].

Spiritual development is regarded as crucial because it deals with issues of human wholeness and integration. It encompasses questions of commitment and aspiration; the valuing of self and others, and experience at depth.

While appreciating that ‘spiritual’ is not a synonym for ‘religious’, we seek, as a Church School, to encourage the spiritual development of members of our community from within the rich, and profound traditions of Christian spirituality. Our mission is to place Christ and His teaching at the centre of the lives of our community and to support our parents/carers, who have made a conscious decision to send their children to a church school, in the upbringing of their children. A church school, therefore, is more than just a place where the students are equipped with skills, learning and Citizenship for their working lives. Rather, we are a community where the spiritual, cultural and personal Christian values are nurtured to achieve, in our young people, a harmony of experiences which will enable them to inform their choices and directions in their own lives. As a church school we hold as self evident that the ethos we serve and the values we espouse as fundamental to the future quality of life of our students. To plant in our young people the seeds of future understanding of the Christian gospel is the essence of our mission, for herein, we believe, lies salvation.

Thus the partnership between school, parents/carers and the child is fundamental to our mission. Ideally this should also tie in to the parishes from which our children come. As part of the living community of the church, St Margaret’s strives to serve the diocese, local parishes, the Christian home and the local and wider communities from which its member come.

Towards the fulfillment of this mission Governors, staff and students should be encouraged to develop their ‘spiritual potential in the light of the Christian gospel’.

## **3. AIMS AND OPPORTUNITIES**

The Aims of the School, linked to its Mission Statement, provide further opportunities for such engagement by encouraging:

- The discovery of individual value and self worth.
- The stimulation of curiosity.
- The potential for human reflection, thought and growth.
- An awareness of human inter-relatedness.
- Respect for others, including intellectual stances that differ from our own.
- The quest for truth.
- The promotion of self worth
- Fostering tolerance and mutual respect

The focus for such development may come through:

- School Values.
- British Values
- School worship.
- Opportunities for reflection.

- Celebrating achievement.
- Citizenship.
- Valuing contributions made by members of the community.
- Fostering mutual respect.
- School Council/Sixth Form Committee.
- The Smart System.
- Classroom activities.
- School holidays/visits.
- Work experience.
- Charitable giving.
- Volunteering.
- Retreat Days
- School Counselling Service.
- Sporting activities.
- School policy documents.
- Promoting self worth and confidence.

#### **4. THE PLACE OF SPIRITUALITY IN EDUCATION**

The term ‘spirituality’ has been used in educational legislation since the appearance of the Education Act [Butler Act] 1944. It received particular prominence in the Education Reform Act 1988 where it is argued that, ‘...the whole curriculum should be responsible for promoting its development’, along with the moral, cultural, mental and physical dimensions of life...

The significance of the spiritual dimension was acknowledged by the United Nations when, in the International Year of the Child 1979, it set out those spiritual rights to which every child should be entitled:

##### ***The United Nations International Year of the Child 1979.***

***Spiritual Right 1***            A child or young person has a right to the best of the spiritual heritage of the culture into which he or she is born.

***Spiritual Right 2***            A child or young person has a right to express his or her spiritual belief in private and/or public with discrimination.

***Spiritual Right 3***            A child or young person always has a right to deepen, doubt or alter the spiritual commitment into which he or she is being nurtured or educated.

***Spiritual Right 4***            A child or young person has a right to schooling, family life and other institutional support which shall be complementary to his or her spiritual development.

***Spiritual Right 5***            A child, especially in his or her early life, has a right to such protection from spiritual damage and handicap as is reasonable and appropriate.

***St. Margaret’s endorses these sentiments and these Spiritual Rights and recognizes the need to respect the beliefs of other religious groups and the religious heritage appertaining to those beliefs.***

#### **5. MORAL DEVELOPMENT**

Moral Development – Values

It is vital, at this juncture, to clearly state that the values to be upheld are the eternal “gospel values” – the core values and principles which transcend cultures such as responsibility, compassion, respect for others, and honesty – these objective values are true for all and for all time.

As an Academy we have adopted 8 Christian values which we feel are the basis of our community.

*Compassion*

*Endurance*

*Forgiveness*

*Friendship*

*Justice*

*Peace*

*Trust*

*Wisdom*

***We intend that the values should underpin the targets and the outcomes in St. Margaret’s School. We should invite our students to build their lives on them, thereby underpinning their education to ensure outcome founded in the eternal not the earthly and transitory.***

These positive values are reinforced through school and form assemblies, the Pastoral System, LFL and Citizenship. Staff are required to treat students with respect and to be aware of the contribution their subject can make to a student’s spiritual, cultural and moral development. Students are encouraged to express their opinions and be listened to with respect in class. Leadership/responsibility should be encouraged among students wherever possible to inculcate a sense of worth and worthiness. Helping in the local community is also to be encouraged; for example visits to care homes, raising funds for charities – this is done three times a year with non-uniform days and through other fund raising activities throughout the year. The School Council and Sixth Form Committee are proven vehicles for enhancing social skills and the moral dimension, while assisting with the learning development of younger students develops an understanding of others and their individual needs.

## **6. SOCIAL DEVELOPMENT**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Social Development allows for students to use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the British Values of democracy, the rule of law, liberty, respect and tolerance.

Ofsted definition of 'social development' September 2015:

“Students’ social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds
- 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
- acceptance and engagement with the fundamental British Values of democracy, the rule of 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.”

St Margaret’s students who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team.

## **Students who are becoming socially aware are likely to be able to:**

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully as a member of a group or team
- Challenge when necessary and in appropriate ways, the value of a group or wider community
- Reflect on their own contribution to society and to the world of work
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex world
- Exercise tolerance and a sense for inclusion

## **St Margaret's will foster Students' social development by:**

- Identifying key values and principles on which the College and community life is based
- Fostering a sense of community with common inclusive values which ensure that everyone irrespective of ethnic origin, nationality, language, gender, ability, sexual orientation and religion can flourish
- Encouraging Students to work co-operatively
- Encouraging Students to recognise and respect social differences and similarities
- Providing positive corporate experiences for example through assemblies, team activities,
- Providing opportunities for Students to exercise leadership and responsibility across year groups

## **7. CULTURAL DEVELOPMENT**

The transmission of our cultural norms and heritage is essential if students are to understand how our society has been shaped over the millennia and how it is rooted in the Judeo Christian ethic. The impact on young people by so many different forms of media can lead to isolation and an awareness of how our society has been formed. The importance of introducing students to the historical development of our nation and of teaching them analytical and critical skills cannot be underestimated. The need for participation rather than passivity has to be stressed and encouraged.

Introducing our students to other cultures, to scientific and technical progress and to the natural world should be grounded in our belief in the all embracing goodness of the creator and his sacrificial and liberating intervention in the life of humanity and by association with all creation.

Towards the execution of this mission, students are encouraged to attend a wide range of extra curricular activities which include, after school clubs and societies, sporting events, theatre and music trips, art appreciation visits and work experience. Our policy is to make available such opportunities on an equal basis regardless of gender, race, creed, academic prowess or disability. Implicit in this approach is a firm

bias against racism, sexist and homophobic behaviour, a strong commitment to Equal Opportunities and respect for other faiths.

It is also our policy to underpin the above with a strong commitment to creating a helpful and supportive learning environment. Attention is paid to the décor and layout of classrooms and to positive displays of students' work.

## **8. PASTORAL PROVISION**

The strong pastoral provision in the school reflects the high priority given to delivering support to our students through the practical application of the gospel values which we have discussed in Section 5.

Thus our Pastoral System will

- i) provide an environment that shelters, protects and sustains the students;
- ii) give leadership, that has time to listen, help and advise;
- iii) treat all with respect and understanding;
- iv) be readily available to students at times of need;
- v) provide praise and discipline with due regard to the individual;
- vi) provide role models who do their utmost to live out the mission and the ethos of the school;
- vii) concern itself with the discussion of:

- Relationships
  - in the community
  - in the family
  - developing personal relationships
  - sexual relationships
  - family
- Community
  - responsibility for others
  - tolerance
  - citizenship
  - laws
- Law & Order
  - crime
  - drug issues
  - respect for the community
- Equal Opportunity
  - race relations
  - gender issues
  - physical/mental issues through the LFL programme

## **9. PERSONAL WITNESS**

The working out of our pastoral policy and the work undertaken in departments is enhanced by personal witness. The growing number of staff who take assemblies and the growing number of students and who participate in assemblies creates a variety of witness and approach which enhances and underpins our mission. The use of visiting speakers, Holy Communion Services, Prayer Space Week, Form Worship and Retreat Days allow students to experience a wider contact to supplement that which they receive in their own churches.

## **10. HOLY COMMUNION**

The importance attached to Holy Communion is evident in pattern of worship over each term of the school year (see the Worship policy). Holy Communion allows students to witness themselves and it is encouraging to see that so many do. The numbers of students communicating or who come to receive a blessing has grown in recent years.

## **11. OUTWARD AND VISIBLE SIGNS – THE LEARNING ENVIRONMENT**

It is important that student and visitors experience a school/learning environment which proclaims the school's ethos. Accordingly crosses have been placed at strategic points in the school. Religious art is hung in important passing places and particularly around the Religious Studies department. The School Chapel, dedicated to St Margaret of Antioch, is situated on a well used thoroughfare and has been completely refurbished; a fact celebrated by a service of rededication conducted by the Bishop of Warrington, the Rt. Rev. David Jennings.

## **12. SHARING MISSION**

It is school policy to enhance its contribution to the Diocese, the local area Deanery and to our neighboring parish, St Anne's.

Links with local parishes do exist and we are fortunate to have former students who are ordained and who serve parishes in our Diocese. They are always willing to assist with Eucharists and special services.

We are fortunate to enjoy close links with St Annes parish and successive vicars have served on the Governing Body. The Church serves as a centre for worship for large group of students; for Eucharistic worship, special services, for example Year 11 and Sixth Form Leavers' Services and on Remembrance Day. The parish, in return, uses the School premises for Sunday school. It is our policy to continue these links, mindful that we owe the parish an immense debt. This makes our Christmas act of outreach to the parish in the form of visits to local care homes and the elderly at home by our sixth formers and the Christmas lunch for senior citizens in the parish all the more significant.

## **13. THE SPIRITUAL CARE OF STAFF AND STUDENTS.**

Rev I Greenwood (St Anne's Church) plays an active part in our school community leading all Church Holy Communion Services and plays an active part in the worship aspect of the school community. The pastoral systems provide support for those students experiencing stress and unhappiness caused by illness or bereavement in the family. The close school / home partnership proves invaluable in such cases.

## **14. DEPARTMENTAL CONTRIBUTIONS**

These bring Policy statements in support of this policy may be referenced with the Departmental Handbooks. These statements have been constructed with the aid of guidelines from the departments Drafts, which were then submitted to HODs and corrected before being included in this Policy.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

The Special Educational Needs and Disability Department aims to help and support those students with additional needs to achieve a broad, balanced and relevant curriculum thus enabling them to reach their full potential and enhance their self-esteem. Caring relationships are encouraged and supported both teacher/pupil and within peer group. We encourage a creative adaptation of the curriculum to match student's aptitudes and abilities.

Recognition of SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.

Although the SENCO has overall responsibility for the identification of pupils with SEND in the Academy it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the Academy. The SEND Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and St Margaret's C E Academy documents:

- St Margaret's C E Academy SEND Information Report (February 2017)



- St Margaret's C E Academy Disability Equality Scheme and Accessibility Plan (February 2017)
- SEND Code of Practice (January 2015)
- Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- Teachers' Standards (2012)
- Equality Act (2010) including Advice for Academy's DfE (Feb 2013)

Qualities such as self-discipline, patience, co-operation, trust and independence are encouraged. Students should feel able to make a contribution and feel that they are valued. This is a practical expression of the school's Christian ethos. We also encourage our student to respect their environment and to appreciate their surroundings.

## **ENGLISH**

The English Department regards itself as being very well placed to contribute to the Spiritual, Moral and Cultural Dimension by virtue of the whole concept of English fiction and non-fiction which endeavors to make sense of mankind's experience of the world and the spiritual dimension. There are many opportunities at all Key Stages to reinforce the moral dimension through speaking and listening, reading and writing. Students explore ideas and values through both literature and language and are taught to express a point of view in a self-disciplined, thoughtful and respectful way.

At Key Stage 3, for example, Year 7 students discuss and write about "Romeo and Juliet" which looks at chastity, pre-marital relationships, family relationships, peer pressure, trust and betrayal. They also examine the media, focusing on advertising techniques and the press.

Cultural opportunities abound as students experience values and norms through their reading and theatre visits; they are encouraged to see both English Language and Literature as the great cultural heritage of our nation and of the wider world. At Key Stage 4, opportunities to explore politics and the consequences of direct political action are offered in "Macbeth" while issues of bullying, community, and the battle between good and evil are addressed in "Lord of the Flies". Key Stage 5 invites discussion and evaluation of many aspects of faith and theology, changing moral values and the balance of social and individual needs. Students look through texts like "King Lear" and William Blake's "Songs of Innocence and Experience" at a range of challenging and thought provoking ideas on spirituality and what it is to be human.

## **HISTORY**

The History Department is able to contribute significantly to the Spiritual, Moral and Cultural Dimension. Religious and Moral issues abound throughout the Key Stages including the School Values and British Values. Whether it be the issues raised by the Reformation or the moral issues raised by Warfare and its justifications or the cultural contribution to our society by past civilisations is a natural outcome of the teaching of the subject. Students are encouraged to explore the past mindful of the values and norms of the time. The subject encourages self-discipline, respect for others and tolerance, the patience to listen to other people's views and reflection. A considerable contribution to Citizenship and the U is made and creativity is encouraged in all aspects of work both written and oral. History teachers are involved in the delivery of special services such as the Remembrance Service.

## **MUSIC**

This department is able to make a considerable contribution to Spiritual, Moral and Cultural issues. In terms of the music content of assemblies and at major performances, for example the Annual Prize Giving, Summer Concert and Carol Service; there is significant spiritual and cultural value.

This is a creative subject which allows students to make a contribution and to develop self esteem. Ensemble and listening skills are taught and developed through full class activities, group and pair work.

Student tasks involve: composing, arranging, performing and critical listening. The subject encourages self-evaluation, tolerance of and respect for others, good communication and group work and persistence.

Cultural and social influences are essential to appreciation of a piece and students are able to balance their often sole interest in popular music, with an experience of our varied musical heritage. Students with instrumental and vocal skills have undertaken visits to Residential Homes as part of their Citizenship duties. Such extra curricular activities are of great value in supporting and developing personal skills and in teaching students the values of loyalty, reliability and self discipline.

## **MATHEMATICS**

The Mathematics department inculcates self-discipline and good communication. Students learn to be self critical in a positive way. In a spiritual sense the subject provides access to a new world expressed in the language of number. Its logic and mental discipline provide exercise for students which is both active yet reflective. The history of mathematics and the contributions of mathematicians to the development of society are taught within the subject and provide valuable cultural insights into the thought processes, values and norms of the great mathematicians.

## **GEOGRAPHY**

The subject of Geography offers many opportunities for students to experience different cultures, economic and social organisations and patterns of behaviour. Environmental awareness is raised which contributes to Citizenship; the responsibility of the First World to the rest of humanity, through study of the use of resources and how the impacts upon communities is an issue which arises naturally in the subject. Students are thus made aware of moral and cultural implications through the subject. The spirituality of the world's peoples is bound up with this and the study of Geography makes students aware of the impact of the world's great faiths on the social attitudes and cultural norms of the people.

The department is keen to encourage communication skills through discussion and question and answer sessions in lessons. Creativity is encouraged in written and map work and students are encouraged to co-operate and respect each other's views.

## **COMPUTING**

Students experience a sense of the vastness of the possibilities for communication through the internet. Communication skills are developed and enhanced through the many activities engendered by the subject; reports, technical reporting in the production of graphics, radio clips and information systems documentation. E-Safety is taught alongside the ideas of social, moral and cultural relationships and we seek to visit this in each year group taught.

There is a strong reflective element to this subject and students are strongly encouraged to evaluate and review their output. For older students the moral, social and cultural impact of this medium becomes more and more of an issue and their judgements on the issues raised must impact upon and reflect their own spiritual values.

## **PHYSICAL EDUCATION**

The Physical Education department is committed to promote a diverse range of activities designed to establish and enhance the individual skills and attributes of all of St. Margaret's students. Team Spirit and self-discipline are self evident outcomes of the subject and its demands. This translates into loyalty, reliability, personal integrity and persistence on a personal level and enhances the approach to and participation in Citizenship and LFL. Fair play and sportsmanship inculcate a moral attitude while the acceptance of strengths and weaknesses personally and in others helps to develop a sense of tolerance. Difference is celebrated in the varied levels of skills across different games and activities. The combination of the physical effort required with the mental discipline enhances the spiritual awareness of our students and contributes to their whole development. In cultural terms the international nature of sporting

competition provides an excellent vehicle for the development of tolerance, cultural understanding and celebration of human achievement, regardless of race, colour, creed or gender.

## **RELIGIOUS STUDIES**

The Religious Studies department is aware of the special position it holds in a Church of England school and, consequently, of the responsibility which the department carries.

Through the working of the department and its response to the demands of the curriculum reflected in the schemes of work, the religious studies team is committed to developing the spiritual awareness, and literacy, of every student. The moral dimension is an integral part of our study of the Christian Faith, and of other world faiths, while cultural differences are celebrated in our study of rite and ceremony. Human expressions of belief, mediated through a wide variety of religious practices, help students to develop tolerance and respect for others regardless of colour, race or creed. The valuing of each individual student's worth in the eyes of God and of their fellows, and the respect they earn and deserve as those who are made in the Imago Dei (image of God) lie at the heart of our endeavours.

## **SCIENCE**

The Science Department regards itself as well placed in the curriculum to promote an awareness of spiritual, moral and ethical issues. Science is taught as a "single" subject in lower school while in Upper School and Sixth Form there are opportunities to pursue the separate science of Physics, Chemistry and Biology, as well as BTEC Applied Science. In the process of delivery the content of the curriculum opportunities arise to discuss the nature of our world and the workings of creation in respect of the laws of Physics, the Chemical components of life and the biological processes involved in the functioning of plants, animals and of mankind.

The conduct of experiments with the requirements of self-discipline, group work and the development of methodological skills gives students an insight into the testing and scrutiny of scientific processes and principles. In this way they are encouraged to be both innovative and creative in their approach to solutions. The discipline of scientific method and the yardstick of fundamental scientific cause provide a basis whereby they can view the universe and our world within it; this inevitably raises spiritual questions. On the other hand the application of science raises moral and ethical issues which can be discussed beyond the science laboratory in LfL and in the concept of Citizenship.

Science makes a very good contribution to all the key outcomes of Every Child Matters. Knowledge about science and diet helps students to have the knowledge to stay healthy. Safety is emphasized at every stage in science lessons. Students enjoy their practical work in the subject and achieve well. The subject makes an excellent contribution to economic education of students as many science based industrial processes involve the students making economic judgments e.g. optimum conditions in the study of the Haber Process. A high percentage of students pursue a career in Science related jobs after study in Higher Education.

The science curriculum has many instances where the role of science in the community is discussed. Issues such as e.g. Environment are an important part of KS 4 Chemistry.

Students are encouraged to work as a team as experiments are often carried out in pairs and groups. This gives them the opportunity to work with other people. There are also opportunities for learning outside of the classroom through clubs e.g. Astronomy Club for Key Stage 3 students where students consider the universe and the sixth form Medical Ethics groups, where students discuss moral and ethical issues related to decisions regarding medical treatment and research.

## **ART**

The Art & Design Department plays a significant role in developing spiritual, moral and cultural awareness through the delivery of its curriculum. The nature of the subject requires observation and, following that, a feeling for that which is observed. The translation of that observation into a chosen medium leads the student to reflect upon the subject, decide upon appropriate materials and techniques and develop his own personal response.

Contextual Studies in Art and Design provides students at every Key Stage the opportunity to engage with the work of artists from different times and cultures and gain a deeper understanding of and insight into the cultural norms and spiritual values of the artist concerned and those of the age and society in which he or she lived or lives. This introduces the student to related subject areas - religious, philosophical, historical, political, sociological, psychological and scientific. In this way, beliefs and cultural appreciation converge and a critical tolerance is achieved enabling the student to gain an appreciation of the contribution of the world's varied cultures to the development of mankind's artistic expression.

## **BUSINESS STUDIES (A LEVEL)**

The study of Business Studies can contribute to candidate's understanding of moral, ethical, social and cultural issues. Candidates are made aware that business decisions are influenced invariably by the value systems of individuals, firms and governments reflecting cultural background and moral views of the world. Given that the subject is primarily concerned with the allocation of resources between different uses, it follows that the end use of such resources cannot be left out of the equation. Business is not a technical exercise in resource management. Rather the ability to function successfully in a business environment, although often dictated by the profit motive, also crucially depends on the needs, wants, motives and attitudes of consumers. Success in business depends on the correct estimation and understanding of these motives and their incorporation into business strategic planning.

As the business world is a truly international one, cultural heritage also plays an important part. Study of Business provides insights into what shapes cultural norms and attitudes and students are encouraged to confront these issues within the course.

For example, the appreciation of business ethics which is an integral part of the current specification, encourages understanding of moral issues and the consideration of companies operating on a global level, across cultural divides, encourages understanding of cultural issues at the same time. Additionally, consideration of why people work, once again a part of the course specified at both AS and 'A' Level, such as the social motives and other non-financial factors, encourages understanding of wider social and cultural issues.

At all times the focus is to challenge and confront students' own perceptions and attitudes and for them to arrive at a more rounded and better informed world view as a result.

## **PSYCHOLOGY (A LEVEL)**

The Psychology A Level course is concerned with the development of the individual and the functioning of that person through interaction in society. In various aspects of the course spirituality is directly challenged and investigated and the student confronted with the concept that mankind yearns for a deeper understanding of life and its meaning. In the context of a school with a Christian ethos this can be dealt with from the standpoint of a community where faith is regarded as a rational, indeed natural tenet. (This perspective provides a point of reference for our students as they pursue their studies).

Moral and cultural issues are also integral to the study of Psychology as they affect judgements, opinions and actions across a wide range of issues.

## **MODERN FOREIGN LANGUAGES**

The study of foreign language provides unique opportunities for students to explore national identities and to become aware of both similarities and contrasts between the cultures of different countries, including their own. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfillment.

Students learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. The student is required to enter into the mindset and culture of the society whose language he or she is attempting to learn. As a higher level skill the learning of a foreign language requires a student to enter into the spirit of a people and culture; it's norms, morality and history. In this sense the process is akin to a spiritual one and should make the student both reflective and responsive to the world around them.

Learning languages gives students opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a student's own language. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

## **DESIGN TECHNOLOGY**

Design Technology provides the opportunity for St. Margaret's students to explore the issues which underpin the well being of society. Our environment is, by necessity, one which should be conducive for our good health and well being. This subject allows students to explore and develop their creativity and to be critical and/or appreciative of the built environment within which they operate. Thus to be aware of the spiritual needs of individuals is an essential factor in good design; good design can enliven, empower and release energy and creativity, conversely bad design can create frustration, dampen spirits and stifle the creative process. Moral and cultural imperatives also play their part; for example, an appreciation of the finite resources of the world's environment when making judgements about existing product or designing new ones. Taking into account cultural needs and diversity is a vital factor in creating design that works for people.

By developing the creativity and reflective skills of our young people, with good communication and teamwork, the department strives to make students aware of the need to consider, as of paramount importance, the appropriate application of Technology and the need for good design throughout their lives.

LfL Working with Jnr Schools

Health Lifestyles

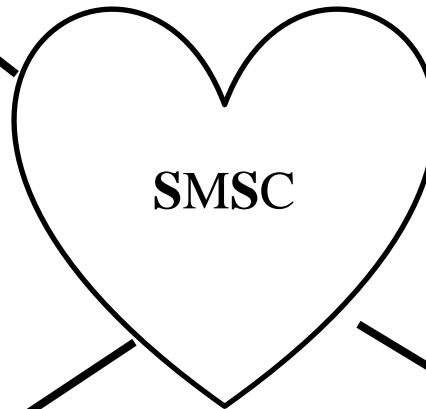
Visit to Special School and Project

Visits – e.g. Synagogue  
Eucharist  
Collective Worship  
Form Assemblies  
Ethics and Comparative  
All Study GCSE RE  
DRC Link  
Visiting Speaker  
Prizegiving  
Carol Service

**Social**

**Spiritual**

LfL  
Form Tutors  
European Dimensions  
Teams!  
Subjects (specific content)  
P.E. teams/activities  
Extra-curricular  
Personalised Agenda  
Specialisms Community Partners  
Music – events/trips



**“Ethos”**

**Mission Statement**

Student Voice  
Charity  
D of E  
World Challenge

Sport!

Subjects  
– e.g. Art

Enterprise Initiatives  
DRC link  
Language Classes for  
Adults  
ITT event  
3 day event  
Music events  
– e.g. Spring Concert  
Assistants in MFL

**Moral**

**Cultural**

Ethics in RE  
Charity  
Assemblies  
Form Time  
Subject Base – e.g. Eng/History/RS  
LfL

Language Day

LfL  
Specialisms  
Charity  
European Dimension – e.g.  
International Award