



### **Beliefs and Philosophy**

The foundation and special character of Sacred Heart Catholic College is due to the Archdiocese of Liverpool belief in God and its commitment to that belief. Our life as a Catholic and educating community is therefore governed by the teachings of Christ and nourished each day by the Holy Spirit. Each of our students is entitled to be a part of a school community that is committed to promoting:

#### **The search for excellence**

As Christians, we are called to seek perfection in all aspects of our lives. As a Catholic school, our students are given every opportunity to develop their talents to the full.

#### **The uniqueness of the individual**

Each individual pupil is seen as being made in God's image and loved by God. All our young people are therefore to be valued and respected as individuals so that they may be helped to fulfil their unique role in creation.

#### **The education of the whole person**

Our belief is that the human and divine are inseparable. As a Catholic school, our aim is for academic and pastoral work, prayer and worship, management, and organisation to help prepare young people for their life in the wider community.

#### **Education for all**

The School's belief in the value of each individual leads to our duty to care for the poor and to educate those who are socially, academically, physically, or emotionally disadvantaged.

#### **Aims, good practice and strategies**

It is our intention to secure these entitlements for all our students by seeking to achieve four broad aims through the curriculum. These aims recognise the values and purposes that arise from our Christian heritage and so underpin our curriculum whilst responding positively to the opportunities and challenges of the rapidly changing world in which we live and work. Each aim is supported by statements of the good practices that we would wish to be evident in the curriculum and the strategies which provide for their implementation. It would be a

natural development for each aim to be reviewed in turn as a part of the schools' cycle of self-evaluation.

### **Aim 1: To foster a growth of commitment to the love and service of Christ through the teachings and practices of the Catholic Church**

As a Catholic school, Sacred Heart wishes to assist our young people in their journey of faith. We wish to share with all our students the Catholic vision of life through a structured programme of Religious Education. The aim is to help students know and understand this tradition in a clear and comprehensive way. But the Catholicism of the school is more than a scheme of religious education. The whole curriculum must be rooted in a religious understanding of life and our life should be based on the gospels.

<b>Good Practice</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• Development of a sense of wonder, mystery, and joy in learning about God's activity in creation, the world, and its people</li> </ul>	<ul style="list-style-type: none"> <li>• The evident presence of teachers' knowledge, expertise, and enthusiasm in the classroom</li> <li>• Recognition by each department of its ability to implement this</li> </ul>
<ul style="list-style-type: none"> <li>• The regular participation in private, groups and liturgical prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Daily prayers in class and assembly</li> <li>• A resource of prayers appropriate to a wide variety of occasions</li> </ul>
<ul style="list-style-type: none"> <li>• The opportunity to celebrate and receive the sacraments</li> </ul>	<ul style="list-style-type: none"> <li>• Active encouragement for clergy to be present in school</li> </ul>
<ul style="list-style-type: none"> <li>• The use of appropriate themes in the liturgy that are alive and relevant to the school's needs</li> </ul>	<ul style="list-style-type: none"> <li>• A liturgy development group</li> <li>• The active involvement of students in the preparation of the liturgy, in reading and performing</li> </ul>
<ul style="list-style-type: none"> <li>• The organisation of opportunities for spiritual formation and reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to deanery and diocesan courses and events</li> </ul>
<ul style="list-style-type: none"> <li>• Students develop a secure knowledge and understanding of the Catholic faith</li> </ul>	<ul style="list-style-type: none"> <li>• An RE curriculum of substance that achieves standards of excellence</li> <li>• A department of high standing and academic parity with other core subjects</li> </ul>
<ul style="list-style-type: none"> <li>• The care of all members of the school community and especially those in need</li> </ul>	<ul style="list-style-type: none"> <li>• An organised system of pastoral care and support</li> <li>• Involvement of all staff in an explicit anti-bullying policy</li> <li>• Child protection issues</li> </ul>
<ul style="list-style-type: none"> <li>• The example and development of Christian Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Development of students' self-esteem and confidence</li> <li>• Pupil mentoring schemes</li> <li>• Opportunities for students to contribute their views to the policies and running of the school</li> <li>• Access to position of responsibility in the school</li> </ul>

### **Aim 2: To provide opportunities for all students to learn and achieve**

All students should enjoy, and become committed to, learning so that they make the best possible progress and strive for the highest possible levels of attainment. Such achievements occur when students' strengths, interests and experiences are recognised and built upon. In this way, they develop confidence in their capacity to learn and work independently and collaboratively.

Good Practice	Strategies
<ul style="list-style-type: none"> <li>• Close liaison with contributory primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• ALSSIT &amp; ALPSIT Catholic Headteachers</li> <li>• Exchange visits by subject coordinators</li> <li>• Annual Development task for Curriculum Subject areas</li> <li>• Visits by HT, DHT, Yr7 Head of Year &amp; SEN staff</li> </ul>
<ul style="list-style-type: none"> <li>• Effective transfer of pupil information</li> </ul>	<ul style="list-style-type: none"> <li>• Progress information and an individual pupil profile</li> </ul>
<ul style="list-style-type: none"> <li>• New students feel welcome and included</li> </ul>	<ul style="list-style-type: none"> <li>• Structured induction programme for new members of the school</li> <li>• Transfer days around curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Language, content, method, and process are matched to students' needs and stages of development</li> </ul>	<ul style="list-style-type: none"> <li>• Scheme of work provide for a differentiated curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Students' special learning needs are identified by assessment and resources allocated according to need</li> </ul>	<ul style="list-style-type: none"> <li>• The use of Cognitive Ability Tests, school assessments and teachers' knowledge</li> <li>• Reading / Spelling age tests</li> <li>• Provision of individual and in-class support</li> <li>• Use of EHC Plans</li> </ul>
<ul style="list-style-type: none"> <li>• The regular assessment and reporting on students' progress</li> </ul>	<ul style="list-style-type: none"> <li>• School policy on 'Assessment and Reporting'</li> </ul>
<ul style="list-style-type: none"> <li>• The recording of assessment results to demonstrate progression and inform target setting</li> </ul>	<ul style="list-style-type: none"> <li>• A whole-school data base to support departmental records</li> </ul>
<ul style="list-style-type: none"> <li>• All students have equal access to common curriculum at Key Stage 3</li> </ul>	<ul style="list-style-type: none"> <li>• Study of all NC subjects and RE &amp; Drama in Years 7, 8 and 9.</li> </ul>
<ul style="list-style-type: none"> <li>• All students have equal access to a balanced curriculum at Key Stage 4</li> </ul>	<ul style="list-style-type: none"> <li>• Continued study of RE, English, Maths, Science and Physical Education.</li> <li>• Option choices that allow for career aspirations and personal interests</li> <li>• GCSE Courses</li> </ul>
<ul style="list-style-type: none"> <li>• All students have access to remote learning resources.</li> <li>• The school is continuously developing its resources so that blended learning exists seamlessly.</li> </ul>	<ul style="list-style-type: none"> <li>• Invest in devices</li> <li>• Ensure there is no disadvantage because of access to devices</li> <li>• Promote remote learning skills among pupils and staff</li> <li>• Continuously develop resources such that they are easily accessible for independent learners</li> </ul>
<ul style="list-style-type: none"> <li>• Sixth Form students have equal access to a range of choices at Key Stage 5</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Continued study of RE (Ethics &amp; Philosophy), English, Maths and Science specialisms.</li> <li>• Additional option choices that allow for career aspirations and personal interests</li> </ul>
<ul style="list-style-type: none"> <li>• The classroom provides an attractive, stimulating environment where "display" celebrates students' work and is used to support lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays of students' work in classrooms</li> <li>• School and departmental displays on corridors</li> <li>• A commitment to interactive ICT facilities which enhance learning</li> </ul>
<ul style="list-style-type: none"> <li>• The recognition and reward of achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Student involvement in a formative process of recording achievement</li> <li>• Whole school recognition of personal and team success in full school assemblies</li> </ul>

### Aim 3: To promote students' spiritual, moral, social, and cultural development

Our aim is for young people to experience life in a community founded on Gospel values and where relationships initiate Christ's example in love, forgiveness and the service of others. In this way, it is our hope that our students are prepared to serve as witnesses to these values in the wider world.

Good Practice	Strategies
<ul style="list-style-type: none"> <li>The demonstration of genuine forgiveness and the practice of a spirit of reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>Christian example of adult members of the school community</li> </ul>
<ul style="list-style-type: none"> <li>An ethos based on equal opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Equal Opportunities policy</li> <li>All students have equal access to and opportunities in all curriculum areas</li> </ul>
<ul style="list-style-type: none"> <li>The creation of a sense of order and self-discipline characterised by fairness and justice</li> </ul>	<ul style="list-style-type: none"> <li>Students' Code of Conduct Behaviour and discipline policies that are founded on Gospel values and operate a system of rewards and sanctions</li> </ul>
<ul style="list-style-type: none"> <li>The development of attitudes towards oneself of:                             <ul style="list-style-type: none"> <li>self-awareness and self-acceptance</li> <li>recognition of individuality</li> <li>self-respect &amp; self confidence</li> <li>self-discipline &amp; independence</li> <li>personal responsibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>An organised and formal programme of Personal, Social, Health and Economic Education</li> </ul>
<ul style="list-style-type: none"> <li>Students can identify prejudice and limited vision and to develop an awareness of the social effects of injustice</li> </ul>	<ul style="list-style-type: none"> <li>Schemes of work include opportunities that match students' needs and maturity</li> </ul>
<ul style="list-style-type: none"> <li>Students can combat materialism and consumerism</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum opportunities to understand the use of images and symbols of mass communication and visual persuasion</li> </ul>
<ul style="list-style-type: none"> <li>A knowledge and understanding of environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>The creation of a school environment that stimulates learning a sense of pride</li> <li>Promotion of the concept of sustainable development</li> </ul>

### Aim 4: To prepare students for the opportunities, responsibilities, and experience of life

The challenge for each of us is to engage with a world where there is social, cultural and economic change on a global scale, new work and leisure patterns and the rapid expansion of communication technologies. This requires us to prepare students for the next steps in their education, training, and employment. They need to be equipped to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside of school, including leisure, community involvement and employment.

Good Practice	Strategies
<ul style="list-style-type: none"> <li>All students experience a balanced range of learning activities to become capable of independent study</li> </ul>	<ul style="list-style-type: none"> <li>All subjects to provide opportunities for small group and whole class discussion planning and problem solving</li> <li>A formal homework policy</li> <li>Whole school access to library resources and ICT facilities</li> </ul>

<ul style="list-style-type: none"> <li>• The planned development of key skills</li> </ul>	<ul style="list-style-type: none"> <li>• Formal policies on Literacy, Numeracy, ICT and Citizenship</li> <li>• Delivery through all curriculum areas and Learning Support</li> </ul>
<ul style="list-style-type: none"> <li>• Teaching students 'how to learn' by the development of thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• All departments to provide experience of information processing, reasoning, enquiry, creativity, and evaluation.</li> </ul>
<ul style="list-style-type: none"> <li>• The relation of schoolwork to the skills required in employment and later life</li> </ul>	<ul style="list-style-type: none"> <li>• An organised programme of Careers Education and Guidance using Post 16 providers</li> <li>• Independent advice</li> </ul>
<ul style="list-style-type: none"> <li>• Curriculum development to ensure continuity and progression</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with post-16 institutions other than ourselves</li> </ul>
<ul style="list-style-type: none"> <li>• Recognised forms of accreditation of outcomes of students' learning, achievement, and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Full range of GCSE, applied and certificated courses to provide challenging but realistic targets for all students'</li> <li>• Good range of A Level, applied and certified courses to provide challenging but realistic targets for all students</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a positive attitude to a healthy lifestyle supported by sound knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Programme of health education delivered through PSHCEE schemes of work and Physical Education and sports enrichment opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• Students have positive attitudes that increase awareness and tolerance of others, recognise social and community responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Programme of Citizenship</li> <li>• Organisation of activities to promote involvement in the community and a sense of personal challenge</li> <li>• Fundraising in support of local, national, and international charities</li> </ul>
<ul style="list-style-type: none"> <li>• Provision of good quality extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Encouragement of all staff to give of their talents and time and help enrich the lives of students and build cultural capital</li> </ul>