

Diocesan Education Service
Promoting Values & Virtues in Catholic Schools

Background Information

In the autumn of 2013 the DES distributed the SMVSC* notes and accompanying audits¹ for use in schools which were based on the then current framework for Section 5 Ofsted Inspections and catholic definitions of this area of pupil development.

In essence these documents are saying that SMVSC takes place within the Catholic life of the school and is not something confined only to RE, assemblies and citizenship. Schools provide opportunities for children's development in SMVSC through the activities and experiences within the Curriculum (all subjects including RE) and beyond through Collective Worship, extra-curricular activities, through community links including the parish, through charitable outreach and so on. It therefore follows that the self-evaluation and inspection of SMVSC has to explore these different aspect of school life and this is the approach taken by OFSTED.

As part of this direct reference to the significance of the development of Gospel values and virtues and was made. This will be explored more fully below.

In September of 2014 OFSTED published its latest School Inspection Handbook which has, even since then, been updated. In this document SMSC have been broken down into their individual headings. More crucially there is an additional requirement for inspectors to make judgements about the extent to which the curriculum is

"broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain"²... and how well the curriculum

"promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils, including the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community."

In addition to this inspectors are also to consider whether governors

"ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain."

This of course links directly with anti-discrimination law which is enshrined in the Equality Act.³

In November 2014 the Department for Education published some advice to schools about promoting British Values.

"Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."⁴

It also goes on to state that

"Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining British values."

The document also identifies what should be included in the provision for SMSC.

It does, however, state that

"It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background."

***Catholic schools in the Archdiocese of Birmingham must include Vocational Education as part of their provision.**

¹ 'Notes on Auditing SMVSC' and 'SMVSC Audits' www.re-live.org

² OFSTED 'School Inspection Handbook' <https://www.gov.uk/government/publications/school-inspection-handbook>

³ 'Equality Act 2010' <https://www.gov.uk/equality-act-2010-guidance>

⁴ 'Promoting fundamental British Values as part of SMSC' 2014 Department for Education www.gov.uk/government/publications

Please note that the Teacher Standards⁵ also state that teachers must

- “make a positive contribution to the wider life and ethos of the school”

- “have proper and professional regard for the ethos, policies and practices of the school in which they teach”

Summary:

The key thing is schools must demonstrate how, in planning, they are incorporating British values into the curriculum primarily through the provision for SMVSC but also through other aspects of school life and provide evidence of the positive impact it is making upon the children.

Promoting Values & Virtues

The values referred to in the DFE document should not, in any way, conflict with the values which Catholic schools hold. Where the source of these values is perceived to come from may do.

As Catholics we desire to follow the teachings of the Gospel revealed through the Church. We look to scripture for revelation from God which will guide us in the way he wants us to live. In the Gospels and our Church tradition we find the person of Jesus, through his teachings and interactions with people, showing us the way to live our lives. The Beatitudes (Matthew 5) encapsulate the values we want to live by and that we would want to nurture and develop in the children in our care:

*Faithfulness & Integrity, Dignity & Compassion, Humility & Gentleness, Truth & Justice, Forgiveness & Mercy, Purity & Holiness, Tolerance & Peace and Service & Sacrifice.*⁶

As Catholics we also believe in the importance of developing a virtuous life. The Catechism describes a virtue as “an interior disposition, a positive habit, a passion that has been placed at the service of the good.”⁷

The cardinal virtues common to all people are *Wisdom, Justice, Courage and Self-Control* (sometimes referred to as the natural virtues). To acquire these virtues takes determination and practice: it is part of the human experience to wrestle between virtues and vices, between right and wrong. As St. Augustine says “Virtue is what one does passionately; vice is doing what one cannot stop doing because of passion.”⁸

God’s help, however is always at hand and, through the Sacrament of Baptism, God bestows on us the gifts of *Faith, Hope and Love* (known as the Theological Virtues) which, with the aid of the Holy Spirit, should we choose to use them, help us to acquire and develop the other virtues. Cardinal Vincent, as Archbishop of Westminster, in an address to Head teachers affirmed this and also recognised the role the school plays: “But such a conviction, such a supreme advantage of knowing Christ, gives rise to a way of life which we believe fosters true virtue, true steady life-building habits of mind and action. That’s what virtue is. It’s those habits of mind and action which genuinely serve the common good....Schools are the places where such virtue is generated or where it is neglected.”⁹

Note that whilst the development of these virtues is in the service of God that does not mean service which is exclusive only towards other Catholics. When Jesus talks of love it is love for all: Jesus teaches us to ‘love your neighbour as yourself’; in the new commandment Jesus instructs the Apostles to ‘love one another as I have loved you’ and to make that love known to all: ‘Go out to the whole world and proclaim the Good News.’

Practical Ideas to take us forward:

The Jesuit Pupil Profile¹⁰

At the Diocesan Heads conference in the summer 2014 Fr. Adrian Porter from the Jesuit Institute spoke about the way in which the Jesuit schools have taken a very direct and strategic approach to the formation of the whole child. In their Pupil Profile, which is rooted in Ignatian theology and spirituality, they have

⁵ ‘Teacher Standards 2011’ www.gov.uk/government/publications/teachers-standards

⁶ ‘Christ at the Centre’ (original version) www.bdes.org.uk/doc_miscellaneous.asp

⁷ ‘YOUCAT’ ‘Youth Catechism of the Catholic Church’ 2011 CTS Ignatius Press

⁸ *ibid*

⁹ Archbishop Vincent Nichols Heythrop Conference Day ‘Education and Young People’ 3 June 2009 www.rcdow.org.uk/cardinal/news/christian-values-in-schools-2009/

¹⁰ ‘Jesuit Pupil Profile’ The Jesuit Institute www.jesuitinstitute.org/Pages/JesuitPupilProfile.htm

created a series of statements based on the Virtues through which they have made explicit their purpose and intention as educators: they have described what a child in their care is growing to be and how the school is consciously and deliberately nurturing this.

In the profile are eight sets of words which have been paired together because of their complementary and harmonising relationship to one another: from the development of one virtue springs another.

Whilst this Jesuit Pupil Profile has been devised by the Jesuit community Fr. Adrian and the Jesuit Institute are very kindly allowing the Archdiocese of Birmingham to use and develop their materials. For our purposes it has been renamed the Catholic Schools Pupil Profile.

Pupils in a school in the Archdiocese of Birmingham are growing to be ...	Schools in the Archdiocese of Birmingham help their pupils grow...
Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, now and in the future.	By encouraging them to know and be grateful for all their gifts, developing them to the full so that they can be generous in the service of others.
Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.	By promoting the practice of attentive reflection and discerning decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.
Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.	By being compassionate and loving in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.
Faith-filled in their beliefs and hopeful for the future.	By passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.
Eloquent and truthful in what they say of themselves, the relations between people, and the world.	By developing an eloquent language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be truthful in the way they represent themselves and speak about the world.
Learned , finding God in all things; and wise in the ways they use their learning for the common good.	By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more learned and wise .
Curious about everything; and active in their engagement with the world, changing what they can for the better.	By leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church, and the wider community.
Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.	By being a school community which is intentional in its way of proceeding to build-up quality of life; and which is prophetic in the way it offers an alternative vision of education and the human person rooted in the gospel.



The Jesuit Pupil Profile also has its own tag cloud shown on the left. The Jesuit Institute has reproduced it as posters to be placed within classrooms of the schools and as postcard size reminders for the pupils to have. The tag cloud has also been animated within a series of PowerPoint slides where the words fall away leaving the focus pair of virtues to remain.

The tree is symbolic of the growth of the virtues. Within its branches comfortably resting is the goldfinch which has been used in art since medieval times to symbolise Christ and the Passion. The Jesuit logo has been replaced with Catholic Schools Profile which is emerging from the seed symbolised by the DES badge (currently in draft form).

Schools within the Archdiocese of Birmingham will have access to the tag cloud and PowerPoint images in their adapted form.

There are a number of ways in which the profile can be used.

A starting point would be within the prospectus and as part of the **home-school agreement** thus allowing the parents to see the ways in which the school intends to develop all the children in their care. There is an opportunity here for schools to expand the statements to include the role of parents and guardians so that the development of the children is seen as a cooperative partnership between home and school.

The Profile also provides a thematic focus for **Collective Worship and SMVSC** over a specified length of time. Whilst all of the aspects of the profile are being touched upon the school can really emphasise a particular pair of words throughout a half term. Each half term the focus will change. It is our intention that across the whole of the Archdiocese the schools will focus upon the same pair of virtues at the same time. This will enable us to share ideas and resources and strengthen our common bond.

Term	Virtues
Autumn 1 2015	Grateful & Generous
Autumn 2 2015	Attentive & Discerning
Spring 1 2016	Compassionate & Loving
Spring 2 2016	Faith-filled & Hopeful
Summer 1 2016	Eloquent & Truthful
Summer 2 2016	Learned & Wise
Autumn 1 2016	Curious & Active
Autumn 2 2016	Intentional & Prophetic

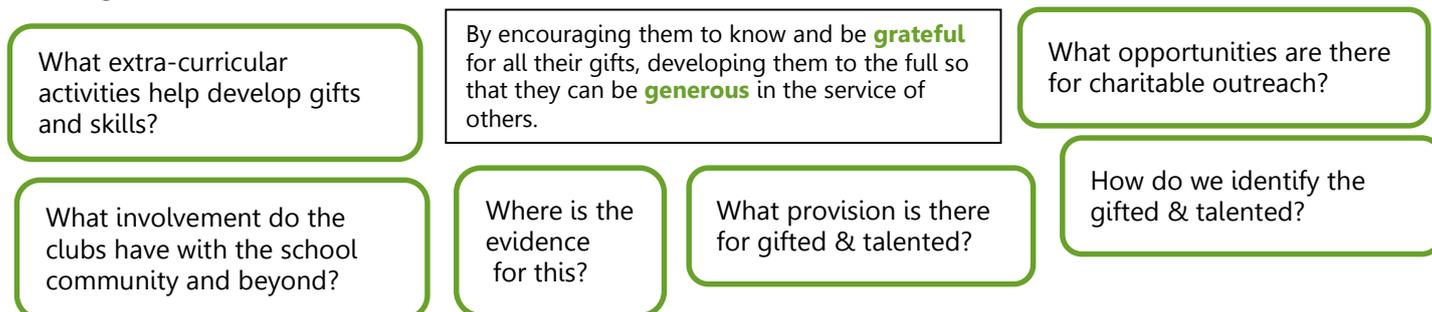
The cycle would then start again. The advantage of themes repeating at different times of the school year means that we won't become bound by the idea that there are certain times of the year are when we demonstrate a particular virtue. We will be able to revisit the virtues in new and imaginative ways.

You will find some initial ideas related to the virtues below (see p7 onwards). Ideally we should be able to share our ideas and resources through the new updated DES website.¹¹

Staff would need to be provided with opportunities for **CPD** and **INSET** in order for them to incorporate age appropriate ideas into the relevant **plans** for both **curriculum** and **Collective Worship**.

The development of the virtues could also be linked into the **rewards system** operating within the school. Recognition and reward to children who are seen demonstrating the particular virtues in and around the school could be given. Children's names or photos could be hung on a Virtues Tree (which could be 2D or 3D located in classrooms or a single one placed in a central location) or their names placed in the Gold Book and mentioned at Celebrations assembly. This information could then be shared with parents via the **weekly newsletter** reinforced by a prayer or reflection which would also be related to the virtues focus.

The profile, in particular the second column, can also be cross referenced with relevant **policies and action plans** as a means of demonstrating how it is being built into the foundational aspects of the school and is not merely a bolt on thus demonstrating it is at the heart of self-evaluation of the school and its Catholic life. E.g.



Evidence of the development of the Virtues could be included within a **Catholic Life /Celebrating SMVSC Folder** or **Learning Journal**.

In addition to the above schools need to

- Evaluate the quality of provision offered by SMVSC and from this identify priorities for development (see Audits for Evaluating SMVSC Autumn 2013)
- Develop curriculum plans which detail opportunities for SMVSC development including RE (e.g. see updated RE planning Sheets)
- Ensure requirements of the Bishops' Conference¹² are being met in relation to multicultural education namely that:

KS1: Teaching and learning strategies which enable pupils to develop knowledge and understanding to retell, recognise, describe, talk and ask questions about:
the Jewish Faith (The Church)

celebrations of the Jewish faith and other religions (Celebration)
the way the Jewish faith and other religions live their lives (Life in Christ)

KS2: Teaching and learning strategies which enable pupils to develop knowledge and understanding to give reasons, show understanding, make links, engage and respond to:

respect for the writings and holy people of the Jewish faith and other religions (The Church)

respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers (Celebration)

ways in which care for others is important for the Jewish faith and other religions (Life in Christ)

Evidence of this would need to be kept.

- Ensure that the relevant policies clearly demonstrate how the school is ensuring that it does not tolerate discrimination in any form and that this is reflected in its practice e.g. Behaviour Policy

¹¹ bdes.org

¹² 'Religious Education Curriculum Directory' 2012 Catholic Conference of Bishops of England and Wales www.catholiceducation.org.uk/news/ces-news/item/1002812-new-re-curriculum-directory-for-catholic-schools

includes statement about how all forms of bullying in school, which includes name-calling racist and homophobic bullying, are not acceptable and will be dealt with and ensure that this is adhered to.

- Provide evidence of how governors are fulfilling their role in relation to the expectations set out in the School Inspection handbook (Section 5) and Framework for Inspection (Section 48).
- Provide opportunities for pupils to engage in democratic processes e.g. election of house captains and school council representatives both as candidates and voters.¹³
- Identify and provide opportunities for pupils at all Key Stages to take on roles and responsibilities within the school community.

Note that the bullet points listed above are reminders which should be shared with SLT and are not specifically for the RE subject leader. Also, the list identifies things which are probably already taking place in our schools but it may be that schools need to more explicitly acknowledge and draw attention to these aspects of school life which ensure that the children are being prepared for everyday life in modern Britain.

Virtues	Cluster Groups		
Grateful & Generous	B'ham North	Staffordshire North	Warwick South
Attentive & Discerning	Tamworth & Lichfield	Wolverhampton	Warwick North
Compassionate & Loving	B'ham City	Staffordshire South	Dudley
Faith-filled & Hopeful	B'ham Central	Oxford Central	Worcestershire
Eloquent & Truthful	Reading & Henley	Stoke	Coventry South
Learned & Wise	Newcastle	Oxford North	Coventry North
Curious & Active	Stafford	Walsall	Warwick
Intentional & Prophetic	B'ham South		Sandwell

As stated earlier there is a real opportunity for schools across the Diocese to share their expertise, ideas, creativity and resources. To assist with this we have drawn up the table above allocating a theme to at least two groups. What we would hope is that people can then take the themes and find or create resources for use in the classroom or in larger phase or key stage settings which can then be shared on the DES website (e.g. prayers, YouTube clips, images, Prayer Services, PowerPoint presentations, website links etc.). Within the groups people might decide which particular heading they want to focus on and may even take the opportunity to work with other colleagues in creating or finding resources.

Wimbledon College, a Jesuit secondary school for boys, has a Chaplaincy section which may give you some ideas www.wimbledoncollege.org.uk/Chaplaincy/

Thank you to Christ the King, Kingstanding for all their help and assistance on the Virtues Charts below.

¹³ 'Election 2015' Resources for schools available from CES www.catholiceducation.org.uk/

Grateful & Generous

<p>Old Testament Scripture Creation: God's generosity is evident in the act of creation both then and ongoing now (Genesis 1:1-2:3) God commanded the Israelites to be generous with others when they were slaves in Egypt (Deuteronomy 24:19-22). Psalms of Praise to God the Creator (e.g. Psalm 118:24)</p>		<p>New Testament Scripture God so loved the world he gave his only son (John 3:16) The Wedding Feast at Cana (John 2:1-12) The Story of the Ten Lepers – only one was grateful (Luke 17:11-19) The Feeding of the 5000 (Matthew 14:13-21, Mark 6:30-44) We all have different gifts and different parts to play in the Church (1 Corinthians 12: 14-27) Let others see the good you do (Matthew 5:14-16) We should be content with what we have rather than complaining and looking at how generous He has been to others. (Matthew 20:1-16) Christian giving: both giving money and sharing what we have and by forgiving those who have hurt or upset us. (2 Corinthians 8:1-7.)</p>		<p>Prayers & Hymns Grace before/after Meals (different versions) Eucharistic Prayer Prayer for Generosity -St. Ignatius Examen Walk with Me Blest are you Lord, God of all Creation Thank you Lord for this fine day Give thanks with a grateful heart (Don Moen) He's got the whole world in his hands</p>					
<p>Liturgical Links Harvest Festival....giving thanks for the harvest of land and sea and sharing what has been gathered with the community, making and sharing of the Harvest Loaf</p>		<p>Lives of the Saints St. Ignatius Loyola – giving thanks to God for his blessings each day St. Francis of Assisi – sharing everything you have with the poor St. Margaret of Scotland – taking care of the poor and needy St. Maximillian Kolbe – selflessly giving his life in place of another St. Therese of Lisieux – carrying out small acts of kindness everyday Blessed Mother Teresa: "If you can't feed a hundred people, then just feed one"</p>		<p>Church & Society in Action CAFOD Fast Day (October) – fundraising CAFOD - work of SVP – Minnie Vinnies The Little Way Week (October) St. Chad's Sanctuary</p>		<p>People Today Pope Francis – making the Church a place for the poor</p>			
<p>Home-School Links Newsletter – sharing good news from school and celebrating good news events from home e.g. blessings and thanks for birth of a child</p>		<p>Multicultural Links Harvest – how it is celebrated around the world Sukkot – Jewish festival commemorating the time the Jewish people spent in the desert living in temporary shelters and</p>		<p>Stories/Poems The Little Red Hen – the consequence of not being willing to give of your time to help others</p>		<p>Music and Songs Thank you very much</p>		<p>Art Harvest loaves 'Ten Lepers Healed' by Brian Kershisnik</p>	

Virtues

Old Testament Scripture		New Testament Scripture		Prayers & Hymns	
Liturgical Links	Lives of the Saints		Church & Society in Action	People Today	
Home School Links	Multicultural Links	Stories/Poems	Music and Songs		Art

