



Thornby Hall School

Policy for Spiritual, Moral, Social & Cultural Education

Summary

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect. It is taught across the curriculum and throughout school life. It is linked closely to our school aims and philosophy. Opportunities may be provided through an awareness of other relevant policies (Equal Opportunities, Religious Studies, PSHCE/Citizenship and all curriculum areas).

Aims

To enable children to develop their personal qualities and become:

- Responsible for themselves, accepting an appropriate measure of responsibility;
- Confident and competent both academically and socially;
- Able to distinguish between right and wrong;
- Able to articulate their own attitudes and values;
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice;
- Caring, considerate and compassionate;
- Skilled in working collaboratively and independently;
- Able to reflect on their learning and plan for future development;
- Able to respond positively to challenges and problems.

All staff, including Teachers, Learning Support Assistants and the Residential Staff are involved in spiritual, moral, social and cultural education through the twenty-four hour curriculum Thornby Hall operates. These qualities should be evident in the way that children and adults interact throughout the school and the house, in accordance with many other existing qualities.

Spiritual Development

Definition

- a) Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.
- b) There are many aspects of spiritual development

Beliefs

- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others

A sense of awe, wonder and mystery

- Being inspired by the natural world, mystery, or human achievement

Feelings of transcendence

- A respect for insight as well as knowledge and reason

The search for meaning and purpose

- Asking 'why me?' at times of hardship or suffering
- Responding to challenging experiences of life such as beauty, purpose, suffering and death

Self-knowledge

- An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences
- A growing understanding and acceptance of individual identity and development of self-respect

Relationships

- A sense of empathy with others, concern and compassion and an ability to build up relationships with others

Creativity

- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts
- Exercising the imagination, inspiration, intuition and insight

Feelings and emotions

- An understanding of feelings and emotions and their likely impact
- A growing awareness of when it is important to control emotions and feelings

c) Steps to spiritual development might include:

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights
- Applying the insights gained with increasing degrees of perception to one's own life.

d) At Thornby Hall we aim to encourage Spiritual Development through:

- The values and attitude the school and community identifies, upholds and fosters;
- The contribution made by the whole curriculum;
- Religious Studies lessons, Friday morning assemblies, Community Meetings, children visiting different places of worship either as a school trip or to follow their own faith;
- Extra-curricular activity which is met by the residential team with a variety of trips out and activities out of school hours, including theatre trips, adventure activities and visiting buildings of historic interest.

Moral Development

Definition

- a) Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.
- b) Our intention is that the children of Thornby Hall will be working towards:
- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures;
 - A confidence to act consistently in accordance with their own principles;
 - An ability to think through the consequences of their own and others' actions;
 - A willingness to express their views on ethical issues and personal values;
 - An ability to make responsible and reasoned judgements on moral dilemmas;
 - A commitment to personal values in areas which are considered right by some and wrong by others;
 - A considerate style of life;
 - A respect for others' needs, interests and feelings, as well as their own;
 - A desire to explore their own and others' views;
 - An understanding of the need to review and reassess their values, codes and principles in the light of experience;
 - An understanding of the rights and responsibility within the communities and society in which they live.
- c) At Thornby Hall:
- We address moral issues through our Community Meetings, Religious Studies and PSHCE/Citizenship.
 - We have a Behaviour Policy in school, but behaviour issues are dealt with every day as a part of the Thornby Hall community, with children challenged throughout their time

here in Community Meetings, Small Groups and Boys/Girls Groups.

- We deal promptly with any discrimination and injustice, involving pupils in decision making as part of the Community Meetings as well as in school.
- We promote a safe learning environment in which pupils can express their views and opinions.
- We model through relationships and interactions, the principles we wish to promote.
- We encourage pupils to take responsibility for their actions.
- We acknowledge and praise good behaviour, rewarding with merits and certificates in school and in meetings as part of the wider whole.

Social Development

Definition

a) Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

b) Our intention is that the children of Thornby Hall will be working towards:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Working successfully as a member of a group.
- An ability to share views and opinions with others and work towards a consensus.
- Showing respect for people, living things, property and the environment.
- Appreciation of others' rights and responsibilities.
- An understanding of the structures of society, eg. The organisation of the family, the school, the community etc.

c) At Thornby Hall:

- We foster a sense of community with common, incisive values.
- We provide opportunities for children to work in a variety of social groupings both in school and in the house.
- We provide positive whole school experiences, eg. music, dance and drama performances, enterprise initiatives, Friday afternoon activities, a range of educational visits and whole school events and celebrations, such as the Queens Diamond Jubilee and the Olympics. We provide positive experiences with Awards, Certificate Presentations, off timetable enrichment experiences, and small camp trips run by the residential team, as well as the Thornby Hall Annual Camp holiday which the children have each year with the residential team.
- We encourage pupils to develop valuable personal qualities, eg. thoughtfulness, honesty and respect by modelling these behaviours and through PSHCE/Citizenship.
- We help pupils to resolve tensions and conflicts.
- We are part of a weekly Community Meeting alongside the residential team, where pupils voice their concerns and air their grievances.
- We encourage children to support nominated charities through school events, eg. Wear it Pink, Animal Aid.
- We encourage pupils to find their 'Pupil Voice' either in the School Council, or in the 'Rewards and Sanctions' group.

Cultural Development

Definition

- a) Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

b) Our intention is that the children of Thornby Hall will be working towards:

- An ability to recognise and understand their own cultures and values;
- An ability to appreciate cultural diversity and to respect other peoples' values and beliefs;
- Having an openness to new ideas;
- Having a willingness to participate in artistic, and cultural events, recognising and understanding images/icons which have significance and meaning in a culture.

c) At Thornby Hall:

- We have a Childhood First Equal Opportunities Policy.
- We celebrate children's particular strengths and talents, regardless of culture;
- We work with outside agencies to support the needs of children as appropriate;
- We raise children's awareness of other cultures through display boards, visits out, and Departmental Schemes of Work and Citizenship.
- We encourage pupils to visit places such as Art galleries and museums to have the opportunity to explore artistic culture.
- Our Religious Studies Scheme of Work provides opportunities for learning about other cultures;
- We report incidents of racism and prejudice appropriately, with issues being addressed in the appropriate forums within the community.

Equal Opportunities

All members of staff are committed to the Childhood First Equal Opportunities Policy.

Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Childhood First Equal Opportunities Policy).