

# Hanson School

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

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<b>Approved by Governing Body Sub-Committee:</b> <ul style="list-style-type: none"><li>• Raj Unsworth (Vice IEB Chair)</li></ul>	<b>Date:</b>  <b>September 2015</b>
<b>Ratified by Full Governing Body:</b>	<b>Date:</b>  <b>September 2015</b>
<b>Signed off by Chair of Governing Body:</b>	<b>Date:</b>

### Statement of Policy

#### Hanson is committed to offering students the opportunities to:

- identify, reflect on and explore experiences, distinguish between right and wrong and discuss moral issues;
- develop and talk about their own attitudes and values;
- develop an understanding and appreciation of British values such as tolerance, equality and democracy;
- take responsibility for their own actions and decisions;
- develop an understanding of social responsibilities of being a British citizen;
- celebrate a diversity of cultures.

#### Aims

The aims are to achieve:

- a capacity on the part of all students and all staff to fulfil the above opportunities;
- an understanding by all staff, students, parents and Governors of the variety of ways in which these themes are realised at Hanson;
- an evolving debate involving staff and students over the most effective methods of implementing these themes and measuring their effectiveness;

#### Procedures

Hanson aims to create an ethos which will foster the spiritual, moral, social and cultural development of all students. This development is underpinned by the following:

- the whole curriculum;
- the PSHCE programmes of study (in Enrichment);
- tutor time topics;
- Drop-down Days;
- Assemblies;
- Thought for the Week;
- achievement and behaviour policies;
- the development of the 6Rs;
- extra-curricular activities;
- charitable events and projects;
- student leadership, e.g. in PE, MFL and buddying schemes (including 6<sup>th</sup> Form);
- opportunities for student voice, including the Hanson Student Leadership Group.

#### Spiritual Development

Hanson supports students in the process of acquiring positive beliefs. They will have the opportunity and support to:

- foster their own inner lives and non-material wellbeing;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and response to personal experiences;
- form and maintain worthwhile and satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life.

### **Moral Development**

Hanson aims to provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school. This includes promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria. Hanson is committed to encouraging all students to acquire the skills and personal qualities necessary for individuals to live and function effectively in British society. Hanson encourages students to develop an understanding of the principles of positive behaviour and its purpose.

Students will have the opportunity to develop the skills and confidence to:

- cultivate the attitudes they need to make moral, responsible decisions and act on them;
- reflect on the consequences of their actions;
- recognise the unique value of each individual;
- recognise the challenge of life today and the role they play in it;
- listen and respond appropriately to the views of others;
- cope with setbacks and learn from mistakes; ♣ take initiative and act responsibly with consideration for others;
- distinguish between right and wrong;
- show respect for the environment.

### **Social Development**

Hanson seeks to foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality and gender, ability, sexual orientation and religion, is able to flourish. Essential to this is the active development of the personal qualities most valued in British society such as thoughtfulness, honesty, respect for difference and moral principles. Cultural Development Hanson emphasises the importance of understanding those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural development is closely related to, and integrates, certain aspects of spiritual, moral and social development. Collective Reflection At specific times of the year, such as Christmas, Easter and other appropriate occasions, Hanson encourages students to explore their understanding of religious festivals. Hanson believes that students should have these opportunities in order to:

- appreciate the role of Christianity in Britain's history and cultural development;
- educate the whole person, including the spiritual dimension;
- provide knowledge in a balanced and constructive way about the beliefs of others, free from indoctrination;
- provide an experimental medium for exploring key spiritual concerns of human life.

### **Spiritual Development in the Taught Curriculum**

Religious Education Religion is an expression of the spiritual dimension of life. The aim of the curriculum work is to help students:

- in the appreciation of religious faith and the varieties of faith;
- to appreciate that faith is a journey and that the acceptance of religion as a personal commitment may lead to a change in the direction of one's life;
- to see practical and social consequences of religious faith so that they may form their own beliefs and judgements and their own allegiances and commitments.

Religious Education will attempt to aid students to gain insight into their own religious beliefs and loyalties, and reflect on their personal and spiritual values and practices. It should also contribute to the moral and social development of children and young people in developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it should develop in students respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

### **Area of Application of Aims**

Years 7 to 9 will study faiths in Religious Education both in a linear way and through a series of topics which will bring out tolerance and understanding of other faiths and cultures. Students in Year 7 will look at different aspects of religious faiths, mainly focused on Christianity, and have an opportunity to undertake project work on a world religion of their choice. In Year 8, students will look at religious perspectives towards evil and suffering, as well as war, through Christianity and Islam. In Year 9, students will look at the attitudes towards the environment from Christian and Islamic viewpoints. They will also consider religious views on key moral issues including pre-marital sex and abortion. In Key Stage 4, students will cover a range of moral and ethical issues through the registration programme, in addition to Drop Down Days during the year.