



Social, Spiritual, Moral and Cultural Aspects of a Child's Education

Gayhurst School seeks to offer an education where pupils learn to distinguish right from wrong and where they have opportunities through which they can develop a system of spiritual beliefs and a moral code, as well as developing personally, socially and culturally. This is firmly centred and embedded in the ethos of the school. We aim to:

- lead pupils towards becoming confident and positive contributors to their community
- enable pupils to gain insights into the origins and practices of our culture and those of the wider community
- take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism
- ensure that pupils understand and are sensitive to the emotions of others

All the curriculum subjects plainly provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided:

Junior School: in religious education and through school assemblies; our framework for personal, social and health education (PSHE) and citizenship, golden time and circle time.

Senior School: in religious education and through school assemblies; in our framework for personal, social and health education (PSHE) and citizenship as well as form time.

On a day-to-day basis pupils are accountable to our Code of Conduct and Golden Rule, which are displayed around the school and contained in the Homework Diary. These are regularly discussed and represent the core values of our community:

Show good manners

Be kind to others and sensitive to their feelings

Treat others as you would like to be treated

Bad language is never appropriate

Personal property should only be touched by its owner

Use common sense, think of others, and, if in doubt, ask a teacher

The Code of Conduct and the Golden Rule reflect the need to value ourselves, our families and other relationships, the wider groups to which we belong, the diversity of our society and the environment in which we live.

These issues and more are dealt with sensitively and carefully in RS lessons, Assemblies, Form periods during the week and before lessons begin. Spiritual and moral development,



particularly beliefs, ethics and worship is a key theme of our assemblies whether taken by the Headmaster, members of the Senior Management team, teachers or the children. Assemblies begin with a hymn and end with a prayer. The themes for assemblies are varied but encompass different faiths and beliefs with an emphasis on citizenship, decent moral values, honesty, the worth of individuals, conscientiousness, kindness and feelings for others. Many are biblically based. These matinal moments set the tone each day and staff are expected to reinforce these values in lessons, sport, activities and all other aspects of school life.

Class assemblies are frequently pupil-led, developing opportunities for responsibility and personal development. Pupil responsibility is very important at Gayhurst. Throughout the school, pupils are encouraged to take responsibility. Year 8 pupils are selected to be House Captains on a term by term basis and Form Monitors. Years 6, 7 and 8 pupils are also chosen to be librarians.

Assemblies in the Junior School tend to be thematically based and once again suitable stories, both social and biblical, are chosen to link into the theme. Circle time is an important part of early PSHE in the Junior School.

Assemblies throughout the School are Christian based, but other religions are respected and festivals, for example Divali, are recognised and discussed.

The school Carol Services, Harvest Festivals, visits to places of worship and key Christian festivals such as Christmas and Easter are also designed to develop the spiritual welfare of the pupils

A whole school curriculum audit is due to take place to identify where SMSC issues are located in all subjects.

Parents are invited into the school on a regular basis to discuss their sons' progress. By means of regular communication and open access, we aim to share responsibility for pupils' development in all aspects of their growth.

The school, pupils and parents are involved regularly with fund-raising for a wide variety of charities. These occasions provide opportunities to raise awareness of those in need and promote the concepts of help, kindness, tolerance and sensitivity. Recent examples include; Establishing links with Jenda School in northern Ethiopia, supporting the Jo Holman Trust, Shoe Box appeal, Children in Need, Readathon, Kit Aid, Help for Heroes.

APPENDIX

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Pupils' **moral development** involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what



is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Pupils' **social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.