



TAVERHAM HALL

Preparatory School

Policy on Social, Spiritual, Moral and Cultural

Aspects of a Child's Education

Taverham Hall School seeks to offer an education where pupils learn to distinguish from a very early age, 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 appropriately personally, socially and culturally. This is firmly centred on the Christian 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

All National 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:

- o **at key stages 1 and 2** in religious education and through school assemblies; our framework for personal, social and health education (PSHE) and citizenship
- o **at key stage 3** in religious education and through school assemblies; citizenship and our framework for personal, social and health education (PSHE).

On a day-to-day basis pupils are accountable to our code of conduct, which is displayed around the school and in all form rooms. These were agreed at a whole school staff INSET, have stood the test of time admirably and represent the core values of our community and appear in our behaviour policy.

The code of conduct reflects 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 the PSHE and Citizenship programme. Spiritual and moral development, particularly beliefs, ethics and worship, is delivered at least twice a week through the Headmaster's whole school assemblies and the fortnightly visit of the local reverend Mr Paul Seabrook from St. Edmund's Church, Taverham in which there is a biblical reading, followed by a thoughtful consideration of relevant issues and prayers. These issues are followed up and discussed further during subsequent tutorial periods and circle time.

Musical assemblies are frequently pupil-led, developing opportunities for responsibility and personal development. Pupil responsibility is very important at Taverham Hall. Throughout the school, pupils are encouraged to take responsibility and this culminates in Year 8 when the pupils are appointed School Prefects.

Form assemblies tend to be centred around themes such as honesty, making the most of our abilities, consideration, making choices etc. and these assemblies have been a very popular addition to the school week. Whilst there is not the same emphasis on religious issues as such, there is great focus on values, which once again leads back to our code of conduct and its relevance to the pupils.

The Headmaster leads a weekly assembly in Pre-Prep and these tend to be thematically based and once again suitable stories, both social and biblical, are chosen to link into the theme. Circle time is the pivot of early PSHE in the younger years.

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

The tutorial system, which exists in Years 5, 6, 7 and 8 often touches on discussions about moral and social issues.

A whole school curriculum audit is planned in order to identify where SMSC issues are located in all subjects and to update the topics best felt to be covered specifically in PSHE.

Parents are invited into the school on a regular basis to discuss their pupils' progress. By means of regular communication, weekly drop-in clinics for all parents of pupils in Year 5 and above and open access, we aim to share responsibility for pupils' development in all aspects of their growth.

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.

Reviewed Jan 2010