



**THOMAS GAINSBOROUGH SCHOOL
POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Date of Policy: January 2016
Date of Review: January 2018

Aim

To promote positive attitudes and values throughout the life and work of the whole community at Thomas Gainsborough School by providing opportunities for students to develop spiritually, morally, socially and culturally.

Introduction

'Excellence: for each, for all'

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

We are a school where every individual matters. Students are put at the centre of their learning ensuring they achieve their full potential enjoying an education that focuses on their own individual skills, strengths and aptitudes. As a successful and improving school we strive to have a positive effect on how our students think about themselves and the world, about their notions of right and wrong and how they relate to others and their appreciation of the richness of their own and other ways of life. We want our students to become outstanding citizens and contribute greatly to the society in which they live.

At Thomas Gainsborough School we acknowledge that the foundations of spiritual, moral, social and cultural development are laid at home. As an open school, in which parents play a full and proper role in their child's education, our programme for promoting spiritual, moral, social and cultural development complements and supports the work of parents. At Thomas Gainsborough School we aim to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

Thomas Gainsborough School is clear that exploitation and radicalisation should be viewed as a safeguarding concern. We draw upon the guidance contained in the “Prevent Strategy, 2011”, DfE Guidance “Keeping Children Safe in Education, 2014”; “Tackling Extremism in the UK”, DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People” and Peter Clarke’s Report of July 2014. In line with guidance from the Department for Education (DfE), Thomas Gainsborough School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empower young people to reject violent or extremist behaviour. Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet. The Prevent strategy is based on four areas of work:

- Pursue To stop terrorist attacks
- Prevent To stop people becoming terrorists or supporting terrorism
- Protect To strengthen our protection against a terrorist attack
- Prepare To mitigate the impact of a terrorist attack.

Our role, as a school, is outlined more specifically in the DCSF document ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’

Defining Spiritual, Moral, Social and Cultural Development

Students’ spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Students’ moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Students’ social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds, willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Students’ cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Opportunities provided for the promotion of Spiritual, Moral, Social and Cultural Development

Spiritual Development

- the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, student participation, etc.
- the Religious Education curriculum
- assemblies
- Care, guidance and support through the Student Support Team
- Enrichment Days

Moral Development

- the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, student participation, etc.
- the Religious Education curriculum
- assemblies
- the implementation of the Behaviour for Learning Policy
- Care, guidance and support through the Student Support Team
- the PSHE and Citizenship curriculum
- House activities especially Charity events
- Visiting speakers and performances

Social Development

- the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, student participation, etc.
- extra-curricular activities e.g. sports teams, maths challenges, school orchestra, public speaking competitions etc
- the PSHE and Citizenship curriculum
- educational visits
- the House System
- the School Council and Student Parliament
- Peer mentoring and support
- Duke of Edinburgh programme
- Care, guidance and support through the Student Support Team
- Employability Award and Work Experience
- Visiting speakers and performances

Cultural Development

- the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, student participation, etc.
- assemblies
- the Religious Education curriculum
- the PSHE and Citizenship curriculum
- extra-curricular activities
- educational visits
- displays
- School Productions /Concerts
- Visiting speakers and performances
- International School Initiative- links with China
- community facilities including Library and Sports Centre
- Science Fair