



Spiritual, Moral, Social & Cultural Development

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Principles:

At TFS, our mission is to create scholars. Our scholars will obtain the education and social skills they need to be successful at university, in professional employment and in their home lives. We are a grammar school for everyone, with the highest expectations for achievement and conduct. Working as a team, we aim to create a calm and purposeful environment for our community in which all are welcome and able to learn. We also aim to deliver exceptional teaching and learning in order to ensure that all scholars, regardless of their starting point, have access to a Powerful Education and Success Without Selection.

At TFS, we encourage scholars to make the right choices regarding their behaviour and attitudes, and teach them how to conduct themselves with kindness, tolerance and respect. At all times, our aim is to enable powerful learning to take place and to empower scholars to make the right choices with regard to their conduct and their future.

The Turner Free School (TFS) is committed to offering scholars the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong and discuss moral issues
- develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs
- celebrate a diversity of cultures
- demonstrate respect for all members of our community
- enable scholars to participate fully and contribute positively to life in modern Britain
- enable scholars to develop their self-knowledge, self-esteem and self-confidence

Aims:

- To create opportunities for all members of our community to fulfil the key principles of this policy, throughout and beyond the curriculum
- To encourage scholars to become tolerant, respectful and courteous citizens of Folkestone and the wider world
- To enable scholars to be reflective about beliefs and values and to encourage them to develop curiosity about the world around them
- To ensure the preclusion of the promotion of partisan political views in the teaching of any subject, throughout any other curricular, or extra-curricular activities on or off the school site.

Practice:

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

- The whole curriculum
- RE/PSHE lessons
- Assemblies
- The Behaviour for Learning and Life Policy
- Enrichment and Extra-curricular opportunities
- Opportunities for scholar voice, including the School Council
- Citizenship Projects

Spiritual Development

TFS supports the process of acquiring positive personal beliefs and values as:

- an active basis for personal and social behaviour
- the consideration of the meaning and purpose of human existence
- the seeking of answers to questions about the universe

Moral Development

- Encourages scholars to develop fundamental precepts about behaviour and the reasons for behaviour.
- Helps scholars to develop the skills and confidence to make decisions.
- Gives scholars the confidence to listen to and respect the thinking of answers to questions about the universe.

Social Development

TFS enables scholars to acquire the skills and personal qualities necessary for individuals to live and function effectively in our school community and in the wider society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community. This includes enabling our scholars to understand and respect public institutions and services in England.

Cultural Development

TFS 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

with, certain aspects of spiritual, moral and social development. We are passionate about ensuring that all our scholars are Culturally Literate. This will be achieved through weekly Cultural Capital lectures on a range of subjects/topics which enrich scholars' curriculum knowledge. In addition, our school will celebrate different cultures through events throughout the school year.

Spiritual Development

TFS's primary aim is to underline the spiritual concerns of humanity (e.g. matters of life and death, the purpose of life, choices in life, etc.) 'Thought for the day' allows all scholars a daily opportunity to reflect on pertinent moral and spiritual themes.

Collective worship

At appropriate times of the year, and on appropriate occasions, the school provides quality acts of worship to open up avenues and vistas for scholars to explore, provide opportunities for experience, but not indoctrination. TFS believes it is important to give scholars these opportunities in order to:

- prepare scholars for life - to be equipped to take part in an act of worship (to be at ease in these situations)
- educate the whole person, including the spiritual dimension – to provide experience of collective worship so that the spiritual development of scholars is not left to the personal biases of individual staff within subject areas or to educate scholars into secular prejudices
- provide an experimental medium for exploring key spiritual concerns of human life - educational worship is an exploration of beliefs, both religious and humanistic

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 scholars:

- 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 will 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

This will aid scholars to appreciate the religious dimension in their search for meaning in life.

Religious Education will attempt to aid scholars to gain insight into their own religious beliefs and loyalties, sort out their personal and spiritual values and practices so that they may take up their own spiritual allegiances. It should, moreover, contribute to the moral and social development of children and young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it should develop in scholars 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.

All areas of the curriculum

The role of the teacher at TFS is to enable scholars by discussion to think about religion and appreciate the variety of faiths by:

- using art, drama, music, languages, science and technology as well as humanities to heighten awareness of the spiritual dimension in our lives
- creating tasks which question scholars and enable them to work out their own position on issues, both moral and religious

It is also important that we remember that it is the home and community, which plays the major part in forming a scholar's view of religion and developing the spiritual dimension. Spiritual development is an interaction of our community heritage and personal identity, which, for many, includes the 'depth of being'. There must also be an intellectual content to promote the development of ideas as well as skills which are personal and sensitive.

Moral Development

TFS holds the four core moral ideas below as centrally important to moral development:

Respect for scholars as individuals and concern for their welfare

Developed for scholars within the whole-school curriculum and through interactions with the Pastoral Team, for example:

- Being listened to seriously and their views taken into account.
- Being recognised as individual and being allowed to make their own decisions.
- Not being dismissed, but being supported in having confidence in themselves.
- Not having their private lives, their body space and their private possessions intruded upon without their permission.

Fairness and Justice

Reaching fairness and justice in any particular situation involves negotiation, informally in personal relationships, and more formally in the school setting. The basic condition of fairness and justice is that the points of view of all relevant persons are heard and account taken of them. A sense of fairness and justice is essentially the capacity to see a situation from another's point of view and to give proper weight to that point of view. This capacity obviously involves a whole complex of empathic and cognitive skills.

Truthfulness

This notion is much deeper and richer than the simple distinction between telling the truth and lying. Truthfulness is related to what we mean by personal integrity and good faith in human relationships, without which there can be no morality between people.

Keeping Promises and Contracts

The stability of society and co-operation between individuals depends upon contracts and promises being kept. This does not mean that we should always keep them. It does mean that if we do not, we must have good and convincing reasons why not - reasons that others can accept as valid. There are those contracts we are born into by virtue of our membership of a particular time. There are those promises and contracts we enter into consciously and voluntarily. There are those implicit and unspoken promises and contracts which evolve spontaneously in any personal and co-operative relationship. Sensitivity to such implicit contracts is a critical aspect of the understanding of working collaboratively with others, in both education and employment.

Moral Development in the Taught Curriculum

The aims of curriculum work can be summarised as follows:

- To stimulate scholars into giving expression to their own moral institutions.
- To challenge them into trying to justify their institutions with reasons.
- To enable them to share with others their reflections, listen to others and struggle to resolve their disagreements.
- To help them apply their growing moral competence in the context of vocational experience and the workplace.
- To facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues.

The role of the teacher at TFS has the following elements:

- Being alert to the moral dimensions of issues which are raised to scholars, or by the syllabus of the world of work, context and having the confidence to explore them.
- The creation of materials and the setting up of activities and tasks for scholars, either alone or in groups.
- Putting questions into the discussion which challenge the positions scholars take and help them to think more deeply.

All aspects of the curriculum, in all years, give rise to moral issues.

Examples:

- Examining the economics and organisation of industry raises questions about the fairness of salary differentials, investment practices and the power hierarchy.
- Practice in the skills of being interviewed for a job raises questions about the visual limits of suppressing information and misrepresentation of biographical facts and personal views.
- Learning about the construction raises questions about the balance between money-saving methods and the requirements of safety.
- Work experience may bring scholars into contact with practices accepted in workplace culture, which they may see as immoral.

The following areas are used as focuses:

Close Personal Relationships

General issues that might be explored include:

- The reciprocal obligations that parents and children have to each other at different ages
- The consideration a couple might have in taking on the responsibility of having children
- The conflict of hurting a friend's feelings and telling the truth and how to resolve it
- The importance of trust and confidentiality within friendship
- The issues involved in sexual relationships All these points are covered in Personal, Social and Health Education (PSHE) which are timetabled for all scholars, and through Morning Meetings where appropriate.

Membership of Groups

General issues might include:

- What are the limits of loyalty to particular groups?
- How do we cope with the conflict between personal judgement and what the members of the group expect from us?

These issues are addressed in the PSHE curriculum and through Morning Meetings where appropriate

The Relation to Society

General issues include:

- Laws and their justification, civil rights and duties.
- Truthfulness in the media and in political and pressure group propaganda.
- The ethic of work, management and production.
- The morality of profit, the fair wage, the distribution of wealth.
- Censorship.
- The morality of gender, race and cultural relationships.
- Crime, punishment and the judiciary system.

The Relation to all Persons

General issues include:

- What are the basic human rights and how can they be justified?
- The distribution of the world's resources.
- Is there such a thing as a 'just' war?

The Relation to the Non-Human World

General issues include:

- Do animals have rights? If so ...
- Is there a moral justification for vegetarianism?
- What are the moral limits for the exploration of the world's natural resources?

The Relation to the Self

General issues include:

- What do we mean by self-respect and integrity?
- The way we behave now determines the kinds of people we become.
- What kind of people do we wish to become?
- What are the difficulties in being honest with ourselves and why is it important?

The Philosophy of Life

General issues include:

- Why should we try to be moral at all?
- What is it that matters most for me in life and which makes my life meaningful?
- What are my religious beliefs, if I have any, and if not, what kinds of beliefs have I put in their place?

Social Development

Scholars in the school are members of the TFS Community; this involves an increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. Both the formal curriculum and extra-curricular promote team work and co-operation.

The development of social skills is monitored formally, in assessments, and informally, by the pastoral staff. Supportive measures are available where they may be needed.

In tutor teams throughout the school, scholars are in mixed ability, sex, previous school and ethnic groups. This fosters positive interaction between scholars of different backgrounds and enables all scholars to be exposed to a wide variety of experiences. Teachers actively guide scholars to work in groups outside of friendship groups.

There is a planned programme of personal social, and citizenship education, which aims to develop scholar awareness of moral issues as well as fostering a sense of responsibility and community values.

All scholars are supported, in order that their full potential is reached. Records are kept of positive achievement, behaviour and effort. Concerns are regularly monitored and prompt action is taken when required.

Codes of conduct and expected standards of behaviour are discussed by scholars and all staff, including administration staff. Effective communications through all sections of the school is maintained by an active School Council. All scholars are given the opportunity and responsibility of acting in a supporting role in various initiatives, e.g. assistance with visitors, library duties, parents evening, community service.

Individuals are encouraged to participate in extra-curricular activities outside of the normal – these activities range from music lessons, extra sports, and the exploration of additional subject areas. The needs of the individual on an international basis are highlighted by the scholars' and the school's active support of a variety of charitable organisations.

Effective communication is maintained between TFS and parents to ensure scholars maximise their potential. Parental contact is made through the scholar planner, interim and full reports, parents'

evenings, information evenings, letters and the active participation of the Friends of TFS (Parents' Association).

In any aspect of the curriculum, external speakers are used to expose the scholars to a variety of viewpoints and opinions. The emphasis at TFS is to allow scholars to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our scholars.

Cultural Development

TFS reinforces the values and customs of society as a whole and celebrates diversity and multiculturalism particularly within Folkestone.

The cultural influences of home, community and religion are explored in order to extend the scholars' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the scholars' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture (aesthetic, mathematical, literary, technological, etc.)

Definition of Cultural Development – Framework for Inspection, February 1994 – 'Cultural Development refers to scholars' increasing understanding and command of those beliefs, values, customs, knowledge and skills, which, taken together, form the basis of identity and cohesion in societies and groups.'

Aims:

TFS seeks to provide an education, which not only develops and strengthens scholars' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias
- promoting an appreciation of cultural diversity
- achieving a balance between 'high' culture and more immediate local cultural expressions

Scholars are given the opportunity to learn about past features which have influenced and shaped the present, and about how present generations (themselves included) are maintaining, interpreting and reshaping their cultural tradition.

Objectives:

Scholars should be able to:

- know about their own culture and society and value their own cultural identity
- be aware of, and celebrate, cultural diversity
- understand the interdependence of groups within society
- know about societies and cultures other than their own
- be aware of the principal ways in which different people interpret the world

Cultural Developments within the Taught Curriculum

TFS seeks to enhance the cultural development of scholars by way of:

- the formal curriculum · extra-curricular activities
- incorporating scholars own home influences into discussions

Cultural Development is achieved through:

- mixed cultural groupings for lessons and activities
- fostering cultural development and awareness through issues discussed in various areas of the curriculum, e.g. English and Religious Education.
- organised visits which explore and investigate sites of contrasting cultural backgrounds, e.g. excursions to religious buildings such as mosques, synagogues and churches, heritage sites, and sites of historical interest
- sections of the curriculum emphasising the ever-changing dynamics of the world interrelationships, through multi-media sources
- the use of visiting speakers and members of the wider cultural community
- extra-curricular activities which empathise with individuals, communities and cultures throughout the world
- a key focus on French language across the school and subsequent connections with local employers, e.g. Eurotunnel and P&O
- foreign residentials which prompt a greater understanding of the difference and similarities in attitudes and values of a diverse, multi-cultural world
- scholars' own knowledge of culture is celebrated through religious festivals and assembly presentations