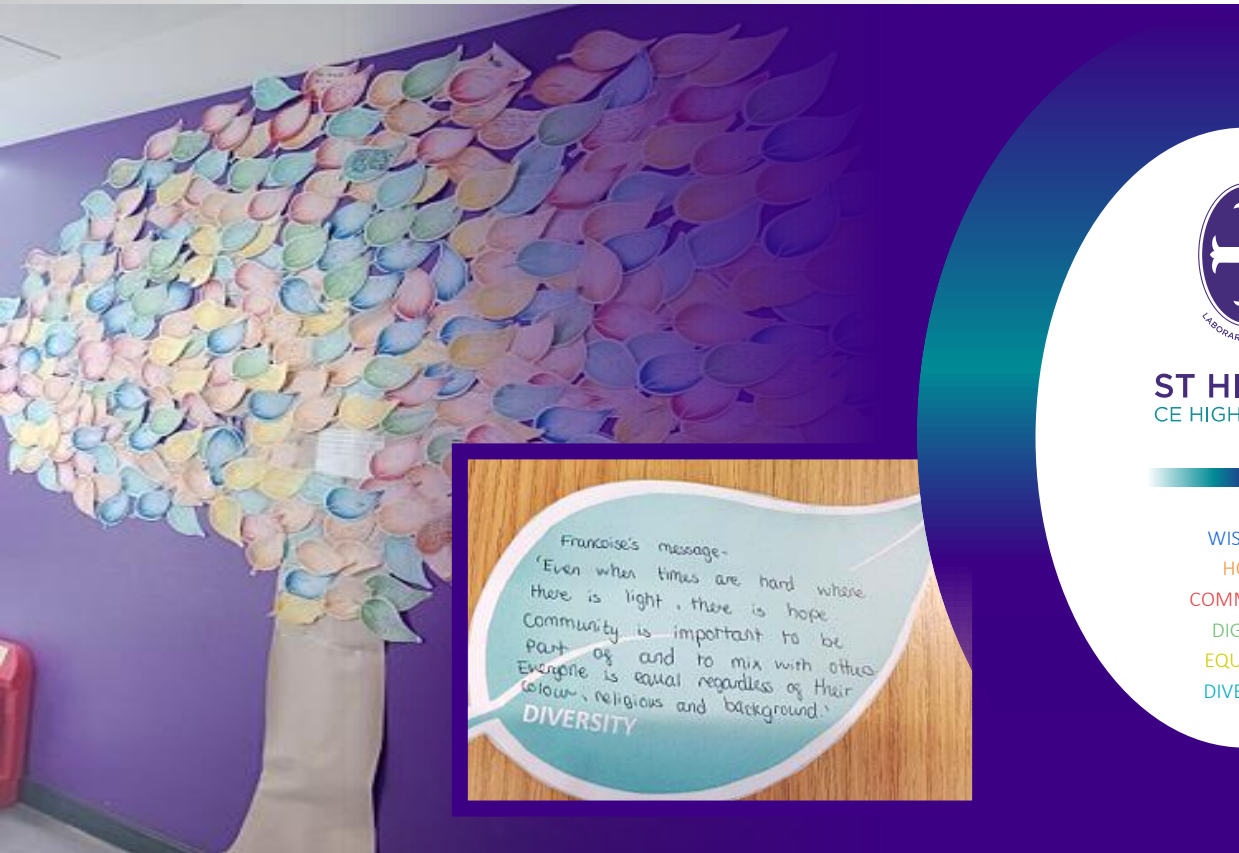


Cornerstone Week Report - July 2024

Establish and promote our Christian vision to allow ALL pupils to flourish



ST HILDA'S
CE HIGH SCHOOL

- WISDOM
- HOPE
- COMMUNITY
- DIGNITY
- EQUALITY
- DIVERSITY

St Hilda's Diversity Week July 2023

We are the St Hilda's family, with Jesus Christ as our cornerstone. Building on foundations of **wisdom**, **hope**, **community**, **dignity**, **equality** and **diversity**, we nurture and support each other to be or very best. We rejoice in our diversity and celebrate our many achievements.

**CHRIST JESUS AS OUR
CORNERSTONE** THE ST HILDA'S FAMILY

**CORNERSTONE
CURRICULUM**

PERSONAL DEVELOPMENT
ACADEMIC - CAREERS - COMMUNITY - PASTORAL - SPIRITUAL

Why do we celebrate Cornerstone Week?

Establish and promote our Christian vision to allow ALL students to flourish.

The quote from Ephesians 2:20 underpins our mission statement and is expressed through it: We are the St Hilda's family, with Jesus Christ as our cornerstone. Building on foundations of WISDOM, HOPE, COMMUNITY, DIGNITY, EQUALITY and DIVERSITY, we nurture and support one another to be our very best. We rejoice in our diversity and celebrate our many achievements. Consequently, it is at the heart of our School life and is the reason we celebrate Cornerstone Week each year.

In September 2024, our Cornerstone week theme was '**Spiritual and Courageous Advocates**'.

Throughout the week students took part in a number of thought provoking and creative workshops that look at what it means to be courageous advocates and provide opportunities to deepen our understanding of spirituality. We were very fortunate to have amazing visiting speakers and creators, who are experts in their field, to talk to us and share their wisdom.

COURAGEOUS ADVOCACY: Is the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard. Courageous Advocacy equips us with the skills, tools, confidence, and opportunity to speak up and act on issues of justice.

SPIRITUALITY: A sense of connection to each other, the world and to something bigger than ourselves. It is our shared search for meaning and appreciation for all that life offers. As such, it is a universal human experience - something that we all share as part of the St Hilda's family.



"I AM THE VINE; YOU ARE THE BRANCHES. IF YOU REMAIN IN ME AND I IN YOU, YOU WILL BEAR MUCH FRUIT..." – JOHN 15:5

PSHE and the wider curriculum also plays a key part of Cornerstone week. PSHE at St Hilda's is shaped by our Christian vision and values and our belief that promoting the health and happiness of all pupils allows them to flourish; to fully access the wider curriculum and manage their lives in a positive way. During Cornerstone week we also provided opportunities for pupils to:

- Prepare for the world of work (work experience for Year 10).
- Develop their resilience, challenge themselves physically and mentally and work as part of a team (Year 9 Duke of Edinburgh expedition).
- Learn about their bodies and age appropriate sex education so that they can protect their physical health (year 9).
- Enable students to take part in activities that can benefit their physical and mental health.
- Further support the nurture group to prepare for their transition into year 8.

During the week, each department organized and created activities that fitted with the theme and aims of the week.

Music 4 Protest – led by Music Department

What students did

Students created their own Protest Song in the style of The Ramones, Blitzkrieg Bob! Students were given a platform to air their concerns, to protest and learnt how to write an effective piece. Studying the protest music of the past or present can be a powerful and engaging teaching tool for students, whether the goal is to better understand a historical time period, analyse the power of lyrics and poetry, understand forces of social change or respond to current issues. Pupils looked at artists such as Edwin Starr, Bob Dylan, Marvin Gaye, Aretha Franklin, Lady Gaga, Black Eyed Peas, Beyoncé and The Ramones.



How it linked to the theme / PSHE / school values

The final slide on our PowerPoint is 'The Christian Lens'.

When you protest you **hope** for a better future. You should be **wise** and know your facts. You should listen to your **diverse community** and strive for **equality** in your outcome. Open lines of communication and fairness make for a **dignified** protest.

Violence is never the answer.



Spirited Inventions – led by the Science Department

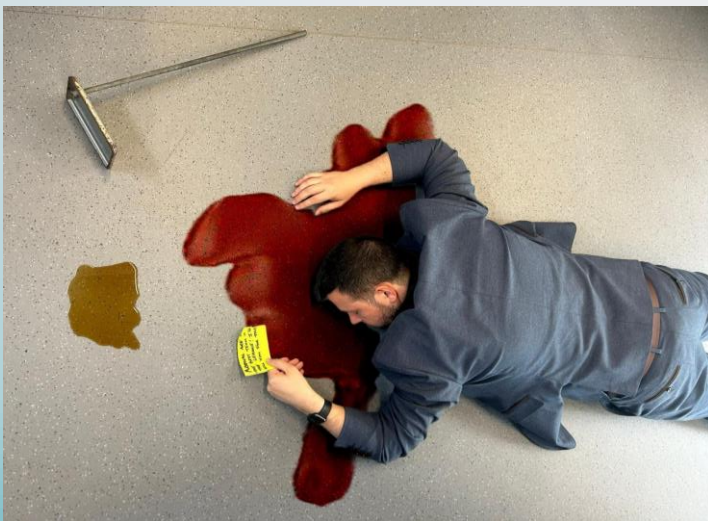
What students did

Students investigated the horrendous and frankly unjustifiable murder of the Head of Science, Mr Macaulay. Evidence was found at the crime scene and students used their scientific skills to analyse this evidence to determine which teacher was responsible. Students investigated which teachers had a pen whose ink matched a threatening note, took their own fingerprints and compared teacher fingerprints to those found on the murder weapon, and finally checked to see if the tea split near the body contained sugar, and which teachers took sugar in their tea!

How it linked to the theme / PSHE / school values

The Brodie house value is Wisdom, and Job 34:32 requests “Lord, teach me what I cannot see”. We used this to educate pupils about the courageous advocacy of investigating a crime. Sifting through evidence and letting the facts guide them. We wanted to engage students by encouraging them to look deeper at a scene and to discover what lies beneath.

Photos



Capoeira – led by our new Diversity Coordinators

What students did

All Y7 forms participated in the workshop led by 2 instructors from the not-for-profit Community Interest Company Capoeira for All, learning about the Afro-Brazilian art-form that combines elements of movement, dance, martial arts, music, and play.

After an introductory activity that the leaders used to link the origin and principles of Capoeira to courageous advocacy and the school values, students learned a variety of Capoeira moves and sequences which were played individually, in pairs and at the very end in the “roda”, a circle formed by the group.

They learned how to do martial-arts related moves and kicks and how to respond to them, working as a team with each participant taking responsibility for it to remain non-contact and a flow of movement.

A lot of the communication was done through the 2 instruments, the drum (atabaque) and tambourine (pandeiro), and a few students had a go at playing the drum too.

How it linked to the theme / PSHE / school values

Capoeira has community, diversity and dignity at its very heart, the students learnt about its origins: a way for the enslaved people, that had been brought to Brazil from various different parts of Africa, and the local indigenous community, to come together to connect, using the art form to support a new community, and to upkeep physical and mental health during the time of oppression. Students learnt how the wisdom of the elders has been passed down through generations, and that equality has been improving, with more and more women practicing Capoeira, which has traditionally been quite male dominated.

The link to courageous advocacy encouraged students to reflect on the importance of showing up for oneself, advocating for oneself, and to advocate for all others. The emphasis was on there not being just one right way of doing a move, and the importance of celebrating the attempt and journey towards getting something right.

All students embraced the activities, and there are some wonderful videos, showcasing the enjoyment, and support students gave each other.

Photos



Community Spirit – led by the RE Department

What students did

Year 7 students listened to a session lead by 3 people representing their faith. We had a Christian, Muslim and Jewish representative. The talks included images of their places of worship, artifacts and the spiritual journey that lead the individual person to follow their faith and the impact it had on their life.

The students listened with respect and asked thought provoking questions. The encounter with other faiths has prepared our students for their next unit of work starting in Year 8 which will involve looking at world religions in more detail.

How it linked to the theme / PSHE / school values

This session give students the opportunity to learn about different cultures and to demonstrate respect and diversity within our St Hilda's community.

Photos



Global Spirituality – led by the Geography Dept

What students did

Students carried out an investigation into the relationship between Spirituality and Development of countries.

We first explored the idea of Spirituality and found out about how it is more than just aspects of religion, discovering how other factors such as Wellness, Quality of Life and Spiritual Sights (Monuments/Places of Worship etc.) have a role to play in how Spiritual a country is.

We discovered that there is a relationship between the Development of a country and how Spiritual that country is, in that as a country becomes more developed – they are more Spiritual! Being given more freedom to choose religion, a greater diversity in religions to practice and a greater tolerance of religion in those countries that are more developed.

How it linked to the theme / PSHE / school values

This links with the theme of Spirituality as it explores how key Geographical concepts link into the idea of Spirituality, and demonstrates to students that there is much more to Spirituality than just Faith, Religion or Belief.

It links with the school values in that the lesson opens the students to the idea that not all countries have the same religious freedoms, tolerances and diversity than the UK, and that some countries who do not have those freedoms etc. are also worse off with regards to their quality of life. It enables students to have an appreciation of the varied spiritual landscapes across the globe and how these influence, and are influenced by, the overall development of a nation.

By examining the Human Development Index and the Global Spirituality Index, students will gain insights into how factors like education, health, and income intertwine with spiritual practices and beliefs. This encourages them to reflect on the concept of **Hope**, seeing how aspirations for a better life are often tied to both material and spiritual wellbeing.

In terms of **Wisdom**, this lesson empowers students with knowledge about global disparities and the reasons behind them, promoting informed and thoughtful perspectives on international development and spiritual diversity.

Community is another value deeply embedded in this lesson, as students learn about the communal aspects of spirituality and how these contribute to social cohesion and collective wellbeing in different cultures. This fosters a sense of global citizenship and interconnectedness among students.

Dignity is highlighted by examining how respect for individual spiritual practices and beliefs is a key component of a just and fair society. Students will understand that upholding human dignity involves recognizing and valuing the spiritual dimensions of people's lives.

Diversity is a central theme as the lesson underscores the rich tapestry of spiritual expressions worldwide. Students will appreciate the variety of spiritual practices and the importance of cultural sensitivity and respect for different belief systems.

Lastly, **Equality** is emphasized through the exploration of how equitable access to resources and opportunities can lead to both spiritual and material fulfilment. This lesson challenges students to consider how promoting equality can enhance both development and spiritual wellbeing on a global scale.

Overall, this lesson not only aligns with the curriculum requirements but also deeply integrates the school's values, providing students with a holistic understanding of the world around them.

Good Samaritan – led by First Aiders

What students did

Staff shared the story of the Good Samaritan and students then followed training in how to perform CPR in the event of an emergency. Students learned how to approach an unconscious person, and how to determine if CPR is needed. Students learned how to perform chest compressions and support the breathing of a casualty who has suffered a cardiac arrest using the British Heart Foundation Min-Annie resource. Students learned how to ask for help, when to call 999 and what to say when on an emergency call.

Students learned about the statistics surrounding cardiac arrests nationally. Every year, over 30,000 people suffer a cardiac arrest in a non-hospital environment where approximately one in ten survive. Students learned that where people have been trained in CPR, survival rates increase to one in four. Students were aware of the importance of the seriousness of their training, especially against the likelihood that they were most like to have to perform CPR on someone they know, and care for.

Students engaged in a respectful, mature and focused manner.

How it linked to the theme / PSHE / school values

Community – We want our students to be citizens who do not walk by when someone is needed. We want to live in a community where we are all able to help each other when need.

Dignity – We want our students to treat others as they would like to be expected when in need.

Hope – We want to give students hope that they can help those in need and that people around them can help when they are in need.

Photos



Holocaust Survivor– led by the History and RE Department

What students did

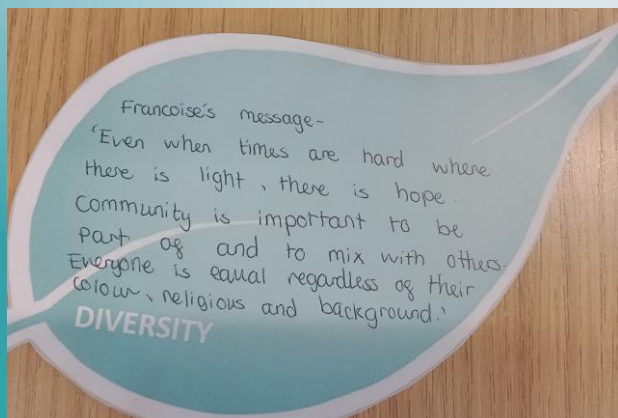
Year 9 students listened to a very moving account delivered by Francoise Robertson via zoom. She was 8 months old when the Second World War broke out. Both Francoise and her mother managed to board a ship to England through great difficulty. Francoise also talked about her father who was sent to the Belgian Arm and her grandmother who was part of a group which cared for Jewish refugees.

Students listened in a respectful way and asked some very thought provoking questions. They also completed a reflection leaf on the session and answered a question on how Francoise's family were examples of courageous and spiritual advocates. They also discussed how they were linked to our school values. Year 9 students added their reflection to a reflection tree displayed outside the History department office.

How it linked to the theme / PSHE / school values

This experience is something that they students will remember into adulthood and build in their own individual spiritual ability to reflect on courageous advocates and help them grow in wisdom, hope, dignity, community, equality and diversity.

Photos



Daughter of Merseyside – led by the English Department

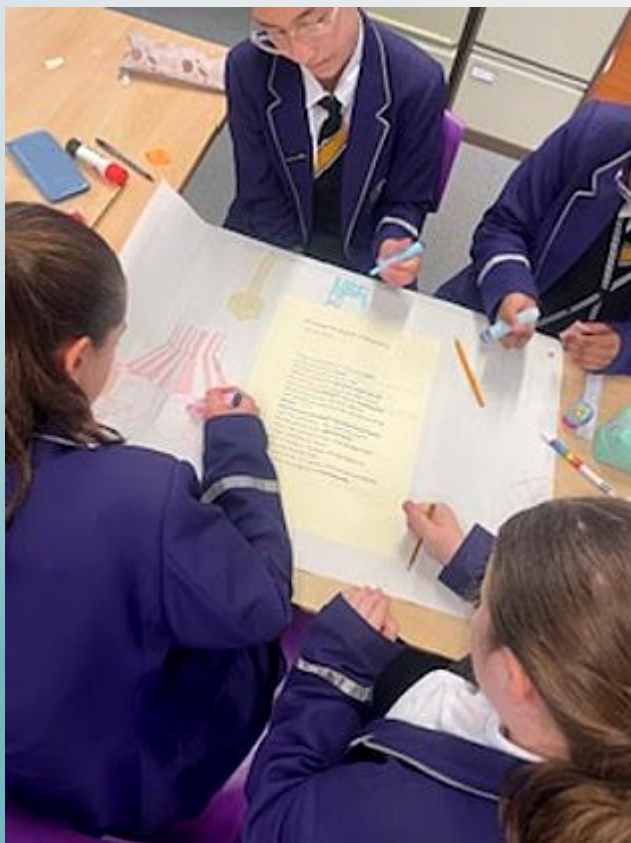
What students did

Year 8 students read Levi Tafari's poem *The Daughter of Merseyside*. They engaged in a class discussion about some of the themes in the poem and how Tafari used language to captivate his readers. Students then worked in groups to illustrate their poem with some of the famous Liverpool landmarks described by Tafari.

Following this, we went on a walk through Sefton Park, embracing its beauty and nature. Each group was tasked with creating their own poem about the park, using Tafari's poem as inspiration. Year 8 produced excellent work, and many volunteered to perform their poems at the end of the session. Students showed a real sense of pride for their city and for the work they produced.

- How it linked to the Faith of PSHE/ school values:

Students were able to express themselves creatively through writing and illustrating poetry. They felt empowered by creating remarkable poems and enjoyed performing them for other groups. Throughout the day, students explored themes of identity and spirituality.



Our Values – led by the MFL Department

What students did & How did it link to the theme/ PSHE/ school values?

The students expressed themselves through activities like pebble painting and creating posters to emphasize the school values. They proudly display these values around the school in French, German, and Spanish, the three languages taught at St. Hilda's. In July 2024, our school garden earned a Level 4 from the RHS Campaign for School Gardening, partly due to integrating gardening into the MFL Nurture Curriculum. The students found decorating pebbles to be both therapeutic and expressive. The value is in the effort taken to paint them and to use them as a surprise find for others to enjoy whilst taking a 'learning break or a movement break'.

In their posters, students included Biblical quotes and symbols from each House. The Bible teaches that creativity is a gift from God, as stated in Exodus 35:35, which mentions that God gives people the skills to create art. In MFL, students explored and reflected on themes like Wisdom, Hope, Dignity, Community, Equality, and Diversity through art.

Additionally, the students watched a short film called "Crow: The Legend," which provided a fully immersive experience exploring themes of self-discovery, diversity, and selflessness. The main character, voiced by John Legend, believes he must sacrifice everything he values to save his friends. In group discussions, students reflected on the moral lesson that true value comes from who you are inside, not your outward appearance.

Photos



VALUES

			
English	Spanish	French	German
Wisdom	Sabiduría	La sagesse	Weisheit
Hope	Esperanza	L'espoir	Hoffnung
Community	La comunidad	La communauté	Gemeinschaft
Dignity	La dignidad	La dignité	Würde
Equality	La igualdad	L'égalité	Gleichheit
Diversity	La diversidad	La diversité	Vielfalt



Spirited Arts – led by the Art Department

What students did

Year 8 students were given the opportunity to participate in 3 spirited art sessions.

Session 1 – We looked at how spirituality has been expressed throughout the arts. Throughout history, people have used art, music and literature to express their religious beliefs, and to help them to focus on practices such as prayer and worship. Beautiful words, images and objects have played a big part in many world religions. We looked at the symbolism of the dove in the bible. *The dove is a symbol of peace, love, and the Holy Spirit.*

Students created a dove sculpture using a paper plate and decorated the sculpture with their own messages of peace and peaceful quotes from the bible. This will form part of a bigger exhibition in the school.

The Lord gives strength to his people; the Lord blesses his people with peace. Isaiah 26:12

Session 2 – Students were given the opportunity to visit St Agnes and St Pancras Church to look at the architecture, religious artefacts and stained glass windows. During the spirited art session students created secondary observational drawings of the church using collaged materials and carbon paper. Some of this art work will be gifted to the church to display.

Session 3 – Pottery with Vinny Commons. Vinny shared his story through pottery of how Jesus changed his life and about how God can centre our life and make something beautiful.

How it linked to the theme / PSHE / school values

In terms of **Wisdom**, the lesson empowered students with knowledge about how religion can be symbolised in art and careers within the arts. Students were shown examples of medieval gothic art by the Architect John L Pearson who designed St Agnes and St Pancras and a peace dove installation by the artist Peter Walker. Students were also introduced to ceramics and a career as a Potter.

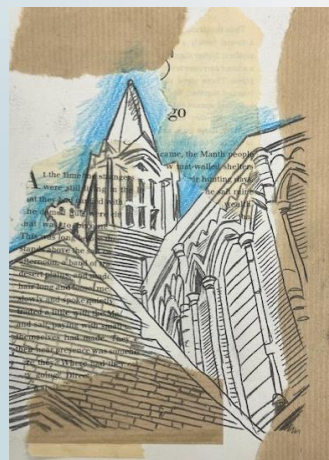
Community was a value deeply embedded in this lesson, we are building a community with Fr Andrew at St Agnes and St Pancras. We are planning to exhibit the art work across both sites. We have also made links with the Potter Vinny Commons.

Dignity was highlighted by examining how respect for places of worship and spiritual artefacts and beliefs is a key component of society. Students were encouraged to write dignified messages of peace onto the doves.

Diversity is a central theme in art. Every student was encouraged to celebrate their diversity by creating personal, unique and individual art work.

Hope for the future of world peace was reflected in art work and class discussions around spirituality, peace, harmony and tranquillity.

Lastly, **Equality**. Everyone, regardless of race, background, or other personal characteristics, had access to art, an opportunity to create art, and an equal chance to share their art with others.



Spirited Maths – led by the Maths Department

What students did

The students in Y7 were introduced to Islamic art by focusing on some of the simple geometric designs that can be built upon using just a ruler and pencil to create some complex, detailed, beautiful patterns! Each student had some time to practise and perfect a design for their own Islamic tile using a 6 point or twelve point circle as a starting point. We were so impressed with their individual designs and their enthusiasm during the sessions. We will be using the tiles to decorate the maths department!

The students in Y8 explored and created impossible objects! Together, we constructed the Penrose triangle, Impossible rectangle and the Blivet. These mind-bending designs use geometry to create illusions that make us question what is real. Y8 fully engaged in this activity and we were very impressed with the outcome.

The students in Y9 explored both Curve stich designs and Rangoli patterns. This put to use the skills they had recently developed whilst completing units of work on Symmetry. Rangoli, a traditional Indian art form, beautifully blends creativity and maths. These colourful floor designs, made with powders, rice, or flowers, are full of geometric ideas. Some beautiful work was created!

How it linked to the theme / PSHE / school values

These were all calming activities which allowed students to be creative. The activity enabled students to see how these religious designs link to maths and geometry. Through impossible objects, we explored the connections between what we can see and what lies beyond our perception.

The students were proud of their achievements and discussions took place regarding the beauty that can be created in maths. Making these designs means understanding how things fit together. The repeating patterns also show sequences and tessellations.



Simon Green – led by the School Librarian

What students did

Students were treated to a funny, eye-opening and entertaining talk by celebrated author Simon James Green. Simon writes books for children and young people which help them find themselves and understand their place in the world through humour.

The talk for years 7 & 8 was about 'owning the awkward' we all have embarrassing moments which make us cringe but they're part of life and, if we can laugh at ourselves a little bit, we'll survive. He showed them they are not alone in the feelings they have and should remember that when others make mistakes or do silly things.

For year 9, the session then went on to talk about censorship in books and negative comments Simon has received online because his books contain LGBTQ+ characters and themes. He taught the pupils about Section 28 and how awful the portrayal of homosexuality was in the 1980s and 1990s.

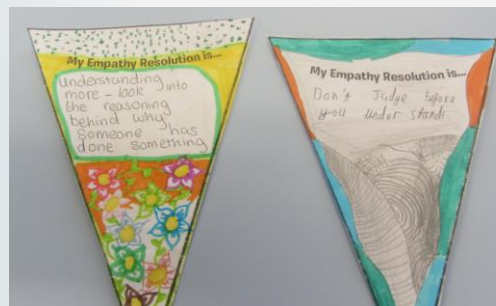
His ultimate message was that books are the safest way to find out about the world and to find ourselves reflected in the pages.

The follow up session helped pupils to understand the difference between sympathy and empathy and how we can develop our empathy through reading. They looked at negative online comments and thought about why people might be more likely to be mean online. Finally, every pupil made an 'empathy resolution' something they promise to do to be better people and to make our community a better place.

How it linked to the theme / PSHE / school values

The sessions will have hopefully inspired our pupils to become courageous advocates, to stand up for themselves and others if they believe something is wrong and should be changed. It fit in with our values of dignity, community, hope, equality and diversity.

Photos



Where is Anne Frank? – led by the History Department

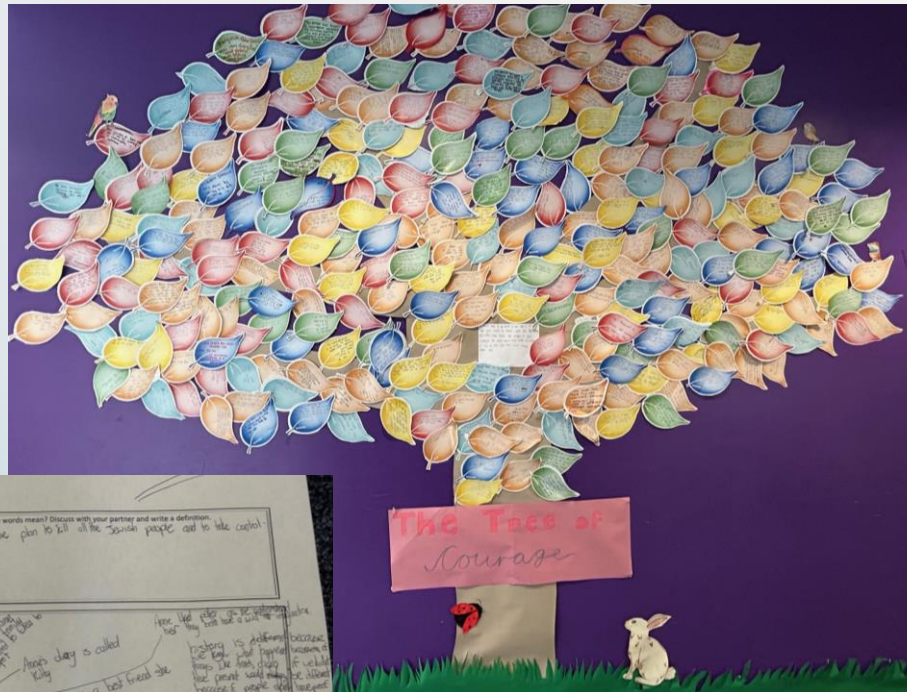
What students did

The plan: hide from the Nazis in a secret annexe, in a jam factory, in Amsterdam while the Allies try to liberate Europe. In hiding Anne Frank kept a diary, sadly she did not see the plan through, she was arrested and died of typhus a few weeks before the Allies did liberate Bergen Belsen. Otto Frank, Anne's dad, did survive and gave to the world Anne's diary; hoping that Anne's spirit could flourish and inspire many generations to come. Year 7 used the inspirational story and indeed did flourish, as we examined what would Anne think of our society today? What would she think of our school values? Year 7 thought about these questions and helped our tree of courage flourish and bloom.

How it linked to the theme / PSHE / school values

The sessions will have hopefully inspired our pupils to become courageous advocates. They have looked at a historical example and how it can link to refugees today. This will encourage them to stand up for themselves and others if they believe something is wrong and should be changed. It fit in with our values of dignity, community, hope, equality and diversity.

Photos...



Anne Frank: The Diary of a Young Girl

TASK 1. What do you know about Anne Frank? Discuss with your partner and write down two things.
 1. Anne was a girl who was born on the 12th of June.
 2. Anne went into hiding during the 2nd world war as she was a Jew but like a lot of other people she survived and kept a diary to show what happened then.

TASK 2. What do these words mean? Discuss with your partner and write a definition.
 1. Holocaust - the plan to kill all the Jewish people and to take control.
 2. Anti-Semitism

TASK 3. Watch the video. Make a bubble diagram of 8-10 points that show why the life on Anne Frank is so important.

TASK 4. How has Anne Frank's diary contributed to your understanding of the Holocaust? It shows what the Jews did to Jews and why it is another perspective of what happened. It shows how people were treated and how they felt about it. It shows how people were treated and how they felt about it. It shows how people were treated and how they felt about it.

TASK 5. Why do you think it is important that Anne's diary has been translated into lots of different languages? This is important as the world would know what happened and how people were treated. It shows how people were treated and how they felt about it. It shows how people were treated and how they felt about it.

TASK 6. What does Anne's diary teach us about tolerance and discrimination? It teaches us that we should not judge people based on their appearance. It shows how people were treated and how they felt about it. It shows how people were treated and how they felt about it.

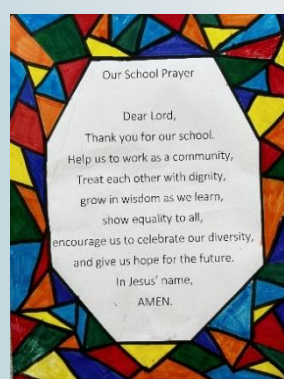
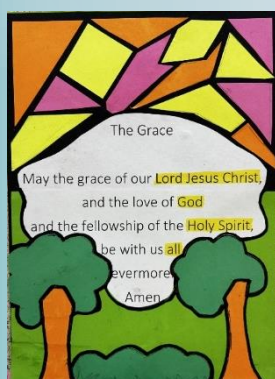
Wonderwall – led by the Technology Department

What students did

Students were asked to decorate the Lords Prayer, the School Prayer and The Grace being as creative as they possibly can and reflecting on the schools Spirituality definition and what it means to them. They researched into different iconography and spiritual themes. The year 8 were tasked with the job of creating hanging vines that reflect our spirituality ethos as a school. They researched bible quotes and used origami to create leaves for the vines and decorated them with the quotes and spiritual sayings they thought represented us as a school. The leaves were all made by the students and are all individual reflecting our differences and how those differences make us beautiful. Students then created, glued and painted the vines from recycled newspapers.

How it linked to the theme / PSHE / school values

Hopefully this session allowed the students some prayerful time to consider our spiritual ethos as a school and to reflect on our differences and how these make us strong as a family. It allowed them a creative space to be inspired and express themselves through practical outcomes. The session gave us an opportunity to look at the bible passage that inspired our spirituality statement and to pull out key words and phrases that they think are important to them. It reflected our school values of dignity, wisdom, diversity, equality, hope and community.



God's Smuggler – led by the Cornerstone Team

What students did

Year 9 read the story of Andrew Van der Bijl, a Dutch young man who came to faith and became known as God's Smuggler because of his daring trips across the Iron Curtain during the Cold War to distribute Bibles and Christian material to the Communist countries in the East. Brother Andrew's extraordinary story was briefly covered in two sessions throughout the week thanks to Open Doors charity who generously sent us over 100 books!

How it linked to the theme / PSHE / school values

Students were given opportunities to reflect on the chapters they read, engage with spirituality as Andrew shares his story of faith and discuss the reality of life as a courageous advocate.

Photos



Christian Potter – led by the Cornerstone team

What students did

Year 8 had the chance to watch the Christian Potter – Vinny Commons as he made a clay pot on the potters wheel and hear his story of how the Jesus has changed his life and transformed his character when he became a Christian. The students were able to ask questions and learnt of the ways that their lives too could be transformed by Jesus. Year 8 were then able to create their own clay masterpieces of masks and monsters to represent themselves.

How it linked to the theme / PSHE / school values

Students were informed of how their spiritual lives were like clay, which when young, is moldable but as we get older becomes shaped by our experiences. Vinny taught the students about the analogy of God being the Potter and humans being the clay, as found in Isaiah 64 v. 8, 'Yet you, LORD, are our Father. We are the clay, you are the potter; we are all the work of your hand.'



Photos



Dance in Faith – led by the Cornerstone Team

What students did

Students were invited in to a safe and encouraging space by dancer Bethan Daniels.

The theme for the session was cultivating joy. Students spent a lot of time connecting with one another through co-ordination activities and drills before rehearsing a collective dance to music. This dance had complex choreography and a driving tune behind it which inspired a lot of willing participation from both our male and female students!

How it linked to the theme / PSHE / school values

Bethan encouraged students to participate with whatever movement they had to offer.

She cultivated an atmosphere of respect and celebration of diversity and community.

All students had the chance to feedback at the end of the session and reflect on their experience.

Photos



Disability in Faith – led by the Cornerstone Team

What students did

Dr Emma Swai introduced the passage from John 1:1-15 and students were asked to reflect on the verses about Jesus healing the lame man. Emma shared about the significance of Biblical translations and various interpretations relating to medical, social and cultural contexts and focused discussion around certain models of disability e.g. Social, medical, cultural, religious.

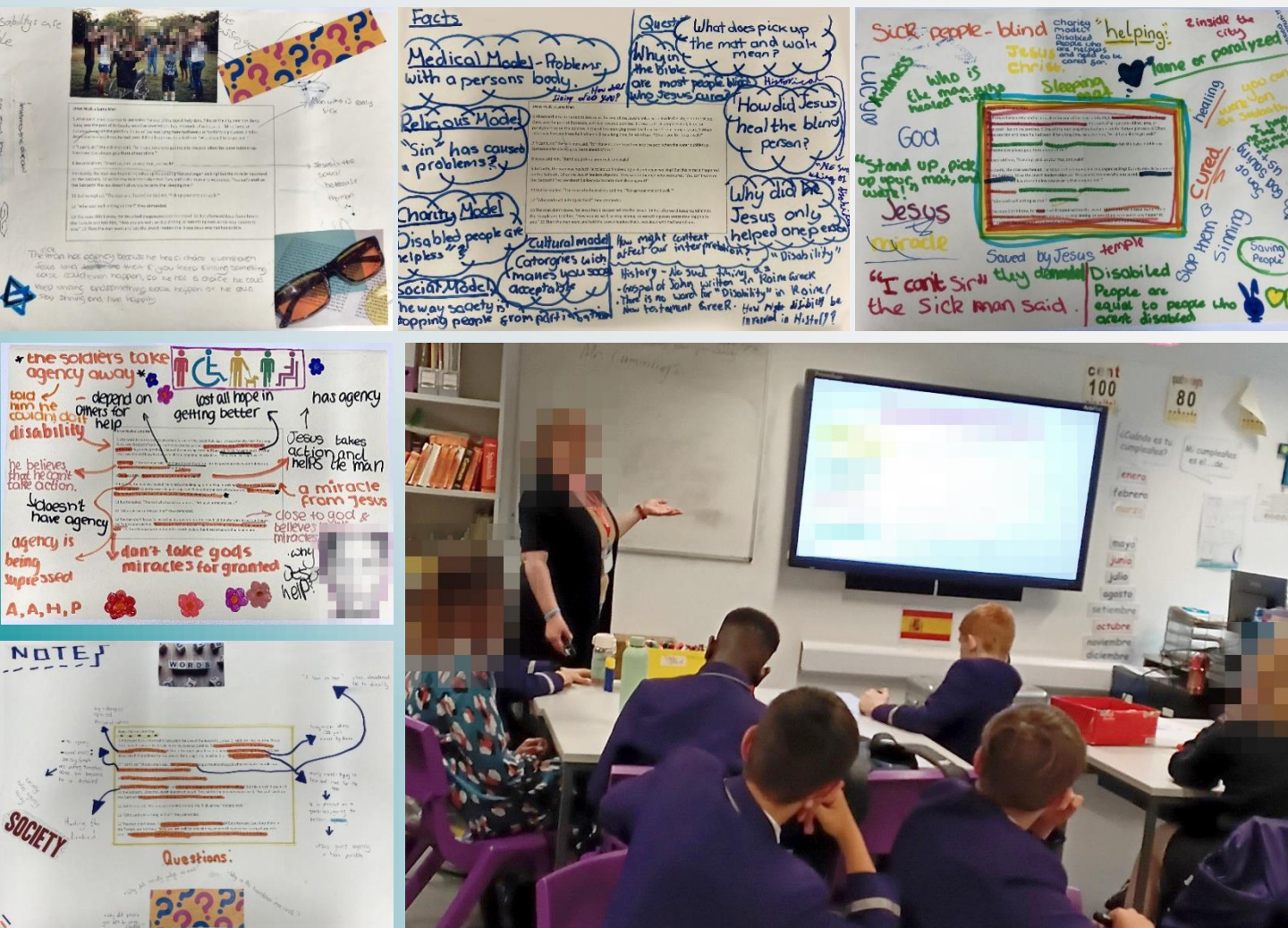
The concept of agency was discussed and students were asked to identify who had (or did not have) agency (the lame man), who gave it (Jesus) and who took it away (the Pharisees) in the passage.

Groups designed a collage on A3 using images/words about how they think and feel about the issues surrounding disability.

How it linked to the theme / PSHE / school values

The main themes of the session were: Don't deny people agency / don't overlook those who feel marginalised by society. The values of the school – dignity, community, equality, diversity and wisdom were instrumental throughout discussions.

Photos



Thinking Factory – led The Thinker CIC

What students did

In The Thinker CIC's 'Thinking Factory' workshop, students explored the nature and value of excellent thinking. The first activity, entitled 'Good Idea/Bad Idea' required students to cast their verdict on whether or not smartphones should have been invented (a contentious topic!). Students moved from their own thinking, to small group discussion, and finally to a whole group 'enquiry', where reasons were shared, and challenged (politely and with respect). Next up, students looked at the origins of philosophical thinking, through the Ancient Greek philosophers, Socrates, Plato and Aristotle, and how their pursuit of truth through excellent thinking can be a source of inspiration. Students were then required to rate their own thinking from 0-10 and give reasons for their chosen number. This helped to draw out the ingredients of excellent thinking, after which we considered logical, critical, creative, and collaborative thinking as components. Finally, a number of brain teasers and logic puzzles gave students a mental workout and ideas of next steps on the path to becoming an excellent thinker.

How it linked to the theme / PSHE / school values

As part of the session, students looked at the belief many people hold that religion and faith are opposed to science, reason and philosophy. By introducing the ideas of St Thomas Aquinas and modern day Christian philosophy, William Lane Craig, students were shown that this is not necessarily the case, and that many Christian thinkers have argued that they can work together. For example, Aquinas argues that good thinking is a gift from God and allows us to better understand the world as God's creation. Finally, through a quote from St Augustine, students considered whether there are other avenues to truth than reason — perhaps religious experience.

In all of the discussion activities, there was an emphasis on listening to ideas within the **diverse community** of St Hilda's and, in participating with **equality**, no voice has privilege over anybody else's, offering all students a sense of **dignity**. By pursuing truth through philosophical thinking, students embrace the 'love of **wisdom**' and aim to progress with a sense of **hope** in tackling difficult questions about themselves and the world.





ST HILDA'S
CE HIGH SCHOOL

WISDOM
HOPE
COMMUNITY
DIGNITY
EQUALITY
DIVERSITY

St Hilda's CE High School

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