

PART 1

THE SATHYA SAI EHV PHILOSOPHY

Preparation for Adult Life

The teacher has the greatest role in moulding the future of the country. Of all the professions, the teacher's is the noblest, the most difficult and the most important.

Sathya Sai

The work of SSEHV is grounded in the belief that the purpose of education goes beyond ensuring that students leave school, college or university with a good set of academic grades or able to perform a particular job. It is based on the commitment that formal education should develop **character**. SSEHV is rooted in a philosophy that all students should leave formal education with the knowledge, understanding, skills and dispositions that they need to protect their rights and realise their responsibilities as full members of their local, national and international communities. Implicit in this educational philosophy is the recognition that there is an urgent need to identify a set of shared values that can be recognised and respected by all members of modern pluralist cultures and societies.

Five Universal Values

This programme teaches a set of five inter-related values (**truth, love, peace, right conduct and non-violence**) that its creators believe have underpinned the noble thoughts and actions of great men and women throughout history, that are inherent in every authentic spiritual faith, that transcend social, political and religious differences and that are **universal values** inherent in the human personality and therefore shared by all humanity. The SSEHV programme gives students the opportunity to experience, recognise and explore these values in their everyday lives.

Five Teaching Components

This programme offers a framework of five teaching components (**theme for the week, silent sitting, storytelling, group singing and group activities**) through which these five values can be taught.

An emphasis is made throughout this programme on the use of stimulating and engaging activities that make the values taught both enjoyable to learn and immediately significant to students' everyday lives.

Teachers and Parents as Positive Role Models

The influence of parents on children's minds is very significant. It is actually the primary and predominant influence on children's personality and behaviour pattern. If a teacher is dedicated and pure, thousands of children will be improved and the nation will gain from educated men and women of character. If parents and teachers set the right example, the students will automatically blossom into models of excellence.

Perhaps one of the most challenging aspects of the SSEHV philosophy is that it expects a tripartite relationship between pupils, parents and teachers. As well as emphasising the need for pupils to learn to value themselves, their parents, their teachers and their peers, this programme also encourages parents and teachers to act as positive role models for their children and pupils respectively.

An Urgent Need for Values Education

Politics without principles, education without character, science without humanity, commerce without morality, are not only useless but are positively dangerous.

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Recent decades have witnessed massive technological advances along with a paradoxical decline in moral standards and a perceived erosion of the moral fabric of society. Modern communities have had to cope with rising levels of crime whilst schools have had to cope with increased levels of bullying, substance abuse and vandalism. A significant number of young people have become alienated from their wider communities, have lost respect for authority, seem unable to distinguish between right and wrong and have become locked into socially irresponsible and self-destructive behaviours. There is an urgent need to deal with the problems that modern society faces. This programme offers a simple but powerful framework that enables students to explore moral issues and to learn to value both themselves and others. It encourages students to accept and celebrate their differences and prepares them to make informed choices when coping with the often complex decision-making processes that modern life poses.

MEETING REQUIREMENTS OF THE NATIONAL CURRICULUM

The recently revised National Curriculum places an increased emphasis on the recognition and teaching of a set of shared values:

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and the work of schools. Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual. Education is also a route to the equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

Values education is also implicit in the guidelines for PSHE, RE and Citizenship Education. For example in England:

At **Key Stage 1** the framework for personal, social and health education and citizenship suggests that pupils should be able to “*recognise the difference between right and wrong*” and to “*to consider social and moral dilemmas that they come across in everyday life*”.

At **Key Stage 2** this framework suggests that pupils should be taught “*to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities*” and “*that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other*”.

At **Key Stage 3** the programme of study for Citizenship suggests that pupils should have knowledge of “*the importance of resolving conflict fairly*” and should be taught to “*think about topical political, spiritual, moral, social and cultural issues, problems and events*”.

At **Key Stage 4** the Citizenship programme of study states that pupils should gain knowledge and understanding of “*the wider issues and challenges of global interdependence and responsibility*” and should be able to “*research a topical political, spiritual, moral, social or cultural issue, problem or event*”.

In Scotland the ‘5-14’ requirements of RE, Personal & Social Development and Environmental Studies state that:

One of the main aims of **Religious and Moral Education** is to “*appreciate moral values such as honesty, liberty, justice, fairness and concern for others*”.

The aims of **Personal and Social Development** include “*having an appropriately positive regard for self and for others and their needs*” as well as to “*identify, review and evaluate the values they and society hold and (to) recognise that these affect thoughts and actions*”.

The aims of **Environmental Studies** include ensuring that pupils “*develop informed attitudes and values relating to the care and conservation of the environment*”.

This book and other resources and services offered by SSEHV (see below) therefore act as a valuable contribution towards meeting the requirements set out in the National Curriculum. This programme can be implemented as ‘stand-alone’ lessons within directly related subjects such as RE, PSHE or Citizenship, as a cross-curricular ‘theme’ across all subjects, as an after-school activity or as a holiday programme.

WHAT PEOPLE SAY ABOUT SSEHV

What Children Say:

Responses when asked “What do you think of the Sathya Sai EHV programme and how has it changed you?”:

“I’m a lot nicer now”, *Sam, aged 6*

“It’s helped me to be more sensible and do nice things”, *James, aged 7*

“It helps me before I start my work”, *Kirsty, aged 7*

“It’s fun and I help more people now”, *Stephen, aged 6*

“I respect other people more now”, *Karla, aged 9*

“I look forward to the lessons”, *Patrice, aged 9*

“You can share problems and know you’re not alone. When you share your problems with each other and you (SSEHV teacher), you can then tell your parents about your problems and it makes me feel a lot, lot better”, *David, aged 9*

What Parents Say:

"My son has stopped lying since he has come to the (SSEHV) Good Values Club."
"The children are better behaved and more helpful at home" (*Ilford*)

"Delyth is a happier person. She used to get cross and frustrated when she was unable to do her work. Now she is calmer and will say what she finds difficult in her work. She has a lot more patience and is kinder with her little sister. *SET, Wales*

"Nicola has improved since she has been taught using the human values programme. In the short time that she has been on this programme her confidence has improved dramatically. The programme has given Nicola the enthusiasm to tackle all sorts of different projects. Her whole outlook on life in general has improved tremendously."
CR, Wales

What Teachers Say:

"One of the items in the Ofsted (*Office of Standards in Education*) report was the fact that our children behave so well. A lot of that has to do with the effects of the (SSEHV) Good Values Club. It promoted good behaviour and they were impressed with the work that went on with the socialisation of children." *DB, Headmaster, Leicester.*

"The Programme had an immediate and lasting impact on the children who experienced it... Upon my move to my current school I asked Barbara (*the volunteer SSEHV teacher*) to visit to give a similar input using the Sathya Sai EHV Programme. Whilst the staff were a little unsure of the Programme initially, they have come to understand its value when working with primary age children. As input to PSHE or to pupils' moral spiritual and cultural development, the Programme is a very valuable tool and I have no hesitation in recommending it to you and your school." *W.E.T, Headteacher, Lancs.*

"We spent a long time looking into spirituality across the curriculum and we came upon this programme and decided it was really for us... the children have really responded well and this has affected the way they are behaving, not only in the classroom, but also in the playground and in the wider community." *PC, Deputy Headteacher, Coventry.*

"...now we are looking at using the programme throughout the school to try and aid the children in their spiritual reflection and thought".
MB, RE Teacher, Coventry

"The Programme is used by a group of children who are on stage 2 and 3 of the school's SEN Register, with behaviour difficulties ... This has been a very worthwhile programme in school .. It has given children with low self-esteem a chance to feel special, while encouraging them to care for others ... We have seen an improvement in the children taking part. They seem less alienated and although not perfect, they seem to be making the effort to live peaceably within the society of school. Others have made a marked improvement, gaining self-confidence and self-esteem, resulting in happier individuals". *MPG, Headteacher, Wales*

SERVICES OFFERED BY SSEHV

The Sathya Sai EHV Trust provides the following services to schools:

1. A video¹ illustrating UK schools' experiences of implementing the SSEHV programme in their classrooms.
2. A series of books for Key Stages 1-3 outlining the philosophy of SSEHV and providing a set of ready-to-use lesson plans.² These include key words for each lesson enabling teachers to enhance literacy skills through SSEHV classes.
3. Separate booklets showing how the lesson plans in the Sathya Sai EHV books help fulfil the PSHE/Citizenship curriculum in England at Key Stages 1-3.
4. Additional teacher resources such as values education games and values education songs on CD to use when facilitating SSEHV classes.
5. Talking books - the books with lesson plans are also available on CDs. These are particularly useful for the visually impaired.
6. A one-day INSET workshop³ introducing staff to the SSEHV programme.
7. A 6-12 day training programme⁴ accredited by the National Open College Network, UK, (OCN) enabling teachers to explore their own attitudes to values education, to share their experiences with fellow teachers from other schools and to develop practical knowledge, understanding and skills to use when facilitating values education classes.

¹ Available on loan free of charge

² Other materials to complement these lesson plans can be found in work-books such as *'Values & Visions'* published by Manchester Development Education Project/ Christian Aid and *'Our World, Our Rights'* published by Amnesty International.



³ Facilitated at schools free of charge

⁴ Places are available on this programme free of charge

For further information on resources and training offered see:
www.SSEHV.com