

HEALING  
SCHOOL



A Science Academy

# Healing School – A Science Academy

## Modern British Values And Spiritual, Moral, Social & Cultural Policy

Author	Mrs S Horner
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## **Modern British Values**

At Healing School, we are dedicated to promoting values which ensure that our pupils develop a strong sense of social and moral responsibility. We prepare our pupils for life in Modern Britain because values such as individual liberty, democracy, the rule of the law, mutual respect and tolerance are embedded within the curriculum and the school ethos. In addition, these values are promoted by incorporating the Prevent Strategy which looks at equality of opportunity, freedom of speech and the right to live free from persecution of any kind which take place at various times throughout the school year.

As school leaders and Governors, we are responsible for providing a curriculum which:

- is broad and balanced, complies with legislation and provides a wide range of subjects which prepare pupils for the opportunities, responsibilities and experiences of life in Modern Britain.
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- promotes tolerance of and respect for people of all faiths [or none], cultures and lifestyles through effective spiritual, moral, social and cultural development of pupils, including by engaging pupils in extracurricular activity and volunteering in their local community.
- actively promotes and engages with the Prevent Strategy of, equality of opportunity, freedom of speech and the right for any man or woman from persecution of any kind.
- is supported by a well-rounded programme of assemblies which offer clear guidance on what is right and wrong.

## **Spiritual, Moral, Social & Cultural**

Spiritual, Moral, Social and Cultural education are essential ingredients of any curriculum.

**Spiritual Development:** Relates to the search for meaning and purpose in life and deals with feelings, emotions, attitudes and beliefs and the respect for different people's faiths and values.

It need not be synonymous with religion. ALL AREAS OF THE CURRICULUM should contribute to pupils' spiritual development.

We support the **spiritual** development of our pupils to further develop their;

- ability to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/different to others' faith, feelings and values.

Examples:

Through the RS curriculum pupils reflect upon the main religious traditions of Christianity in Britain, as well as the teaching and practices of other principal religions represented in Britain.

Assemblies which include the significance and importance of religious dates; as well as the recognition and significance of other important dates in our history such as November 11<sup>th</sup> Remembrance Service, choice of books for class reading during tutor time.

- have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities.

Examples:

School performances including plays and musical events, sporting fixtures, Roving Reporters, educational visits, Library, Maths Challenge, Science Competition, Globe Trotters, Music Trip to Liverpool, Art trip to Sheffield, expeditions to France, Borneo, Cambodia and Italy.

**Moral Development:** Refers to pupils' understanding of RIGHT AND WRONG.

It deals with acceptable and unacceptable behaviour and reasons for appropriate behaviour and respect for civil and criminal law. It also refers to understanding and appreciating the views of others.

We support the **moral** development of our pupils to further develop their;

- interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others on these issues.

Examples:

“Thought for the Week” delivered by all tutors and pupils who actively work together to develop their own research and resources to share with others in their tutor groups.

Many areas within the curriculum allow for pupils to discuss their own and others viewpoints about such issues for example: PSHCE, English, Geography, History and RS lessons.

- ability to recognise the difference between right and wrong, understand that actions have consequences, and apply this understanding in their own lives and in doing so, respect the civil and criminal law of England.

Examples:

School policies for welfare, health and safety, Behaviour policy [sanctions and rewards], Reward assemblies, Aiming Higher certificates. Areas covered in the curriculum including PSHCE, RS

**Social Development:** Deals with the abilities and qualities pupils must acquire to play a full part as members of society. This necessitates a clear knowledge and understanding of society in all its aspects, including a willingness to participate in a variety of social settings, including by volunteering. Pupils should also accept and engage with **fundamental British values**.

We support the **social** development of our pupils to further develop their;

- ability to cooperate well, celebrate diversity and resolve conflicts effectively, through working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

Examples:

School council, local, regional and national sports teams, Maths team challenge, Healing Helpers and the F24 Greenpower Project.

- acceptance and engagement positively with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Examples:

School council elections, interviews for senior prefects, pupil voice

**Cultural Development:** Is the understanding of differing cultural beliefs, customs and traditions, thereby developing tolerance of the cultural traditions of others. Pupils' cultural development should also include knowledge of Britain's democratic parliamentary system.

We support the **cultural** development of our pupils to further develop their;

- understanding and appreciation of the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

Examples:

Recognition of the significance November 11<sup>th</sup>, trips to France, commemoration of World War 1 Geography, History, RS and English curriculum, financial management, School Prom, fund raising

Through the range of curricula and extra curricula activities offered, we aim to enable our pupils to develop their:

- self-knowledge, self-esteem and self-confidence
- their understanding and acceptance of responsibility for the behaviour and subsequent positive or negative consequences
- their understanding of how they can have a positive influence in the local community both inside and outside of the school environment
- respect for their own and others' cultures and beliefs
- respect for democracy and support for participation in the democratic process

In summary we believe that our pupils are able to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others beliefs and understand how communities function. These qualities will allow them to participate fully in life in Modern Britain.