

Religion, Philosophy and Ethics SMSC and British Values

SMSC is a whole-school responsibility to which Religion, Philosophy and Ethics plays a significant part. Lessons and schemes of work reinforce messages of tolerance and respect for others. Students have the opportunity to hear from a Holocaust survivor and in later years, visit Rome to gain a better understanding of the Christian faith, which we study at KS4. The curriculum actively promotes diversity through celebrations of different faiths and cultures. The aspects of development highlighted below are those for which Religion, Philosophy and Ethics has a particular contribution to make.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- acceptance and engagement 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and

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celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values

The examples that follow are an indication of some of the many ways we seek to embed British values in Religion, Philosophy and Ethics at Highworth Warneford School.

Democracy

- Involving pupils in decision making around the Schemes of Work produced.
- Taking part in debates.
- Ensuring all pupils are listened to by their teacher.
- Inviting speakers from the local churches to the school for Year 7.
- Inviting a Holocaust speaker to the school for Year 8.

The Rule of Law

- Having a clear behaviour policy/ expectations policy that is explained to all and enforced in the classroom.
- Highlighting the beliefs of Christianity throughout the curriculum, for example the Ten Commandments and the Precepts of the Church and relating this to the country in which they live.

Individual Liberty

- Encouraging pupils to be independent in their learning.
- Providing pupils with opportunities for reflection as they take responsibility for their learning and improving work.
- Mutual respect.
- Constantly promoting respect for others as good manners and listening to each other's contributions.
- Reinforcing the value of everyone's opinions in class debates.
- Emphasising in Religion, Philosophy and Ethics that every person is unique and their views points are valued

Tolerance of those with different faiths and beliefs

- Religion, Philosophy and Ethics provides pupils with a deep understanding of their own faith as well as awareness of the faith and traditions of other religious communities as a basis for understanding and respecting them.

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- Marking Holocaust Memorial Day with suitable schemes of work around the date and external visitors.
- Inviting in speakers from a Christian background to reinforce learning in KS4 but also to mark certain British celebrations/ holidays.
- Focusing on rights and responsibilities in schemes of work.