

How our school develops the shared values of modern Britain

Introduction

This section gives an overview of how our school develops those aspects of a young person's education which are often not formally assessed but which, nevertheless, form a vital part of any person's life in modern Britain. Whilst the values and ideas contained in this section are not unique to Britain or any single country or faith system, they are the values of a democratic country where respect and tolerance for individual liberty runs alongside a respect for the rule of law.

There are 3 main means by which the school uses to develop these values:

Religious Education (11-16)

PSHE/Citizenship & General Studies (11-18)

Year assemblies/ school council/ extra-curricular activities

These 3 areas do not exclude the numerous opportunities within other subjects to develop these values (such as history, geography, English, art, music). More details about these subjects can be found on the separate subject pages of the website.

Religious Education

At KLB we encourage our students through our programmes of study (follow the link: <http://klbschool.org.uk/religious-education>) to engage with, and reflect upon their own religious or non-religious beliefs. We also promote the learning about and from other religious, cultural and philosophical positions with an emphasis on respect and tolerance for other views different to our own. Students are supported to think critically about the impact of various truth claims on the lives of others, and its impact or potential impact upon their own lives and the fundamental British values that we promote.

Religious education at KLB has the wider aim of actively promoting modern British values which include: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

These values are explored, expressed and promoted through the religious education programme of study, often explicitly:

- Democracy, the rule of law and individual liberty. These fundamental British values are explored in a number of units including: 'Year 7 – The Island', 'Year 8 – Why should we fight injustice?', 'Year 9 - Why are Human Rights important?', 'Key Stage 4, GCSE units Crime and Punishment and Rights and Responsibility'.
- Mutual respect and tolerance of those with different faiths and beliefs. These fundamental British values are explored in many units including (but not exclusively): 'Year 7 'Why worship?', 'Year 8 – What can we learn from Sikhism? And also What can we learn from Hinduism?', 'Year 9 – What can we learn from Buddhism and also What can we learn from the Abrahamic Faiths?', 'Key Stage 4, GCSE units are from both a Christian and Islamic perspective, and includes varying views found within both world religions on key issues such as Marriage and the family, medical ethics and war and peace.

Religious education at KLB seeks to equip students with the skills, values and knowledge to allow them to be successful students whilst at school and also beyond. It prepares students for life in modern Britain by demonstrating the shared values that we promote and it empowers students to flourish both academically and socially and engage with the wider world around them. Britain is a culturally diverse, religiously tolerant and historically Christian but increasingly plural country. Through religious education this diversity is celebrated and explored on the global, national, regional and local level. The programme of study is broadly Christian in nature, whilst encompassing the major world religions and other significant world views including agnosticism and atheism.

The religious education department at KLB follows the Gloucestershire Locally Agreed Syllabus which states that religious education aims to enable students to:

- understand the nature of religion and what it would mean to take a religion seriously.
- develop a knowledge and understanding of various religious and non-religious interpretations of life
- to explore the spiritual dimension of experiences, feelings, thoughts and questions that are almost universal.

Religious Education at KLB does not seek to persuade students to adopt a religious viewpoint or to impose a particular interpretation. Rather it opens students' awareness to a range of possibilities and life stances including humanism, giving them the means to explore these in an informed and open way.

In conclusion religious education at KLB seeks to:

- Provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- Offer opportunities for personal reflection and spiritual development.
- Enhance awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as of the influence of religion on individuals, families communities and questions.
- Develop knowledge and understanding of Christianity, other principal religions, other religious traditions, and other beliefs that offer answers to these challenging questions.
- Encourage learning from different religions, beliefs, values and traditions while exploring students' own beliefs and questions.
- Challenge students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Encourage students to flourish individually within their communities and as citizens of a diverse society and global community.
- Have an important role in preparing students for adult life, employment and lifelong learning.
- Develop students' respect for and sensitivity to others, in particular those whose faith is different from their own.
- Promote discernment and enable students to combat prejudice.

PSHE & Citizenship

Our PSHE & Citizenship curriculum aims to equip students with the knowledge, skills and understanding to play an effective role in public life. As such, it provides numerous opportunities to visit and revisit the core values of respect and tolerance for individual liberty alongside a respect for the rule of law.

In Key Stage 3, students are introduced to concepts of identity, discrimination and prejudice with a view to celebrating the diversity of identity in modern Britain, whilst being equipped with an understanding of what prejudice and discrimination look like. Core values of tolerance and respect are taught through topics such as: immigration, asylum, healthy relationships and a marking of key international dates such as "Malala Day" and "Holocaust Memorial Day". Through lessons on local, national and international democracy and global issues such as terrorism, sweatshops, and the environment, students are introduced to the challenges and opportunities of democracy and given the knowledge to engage in these issues of debate. In Key Stage 4 many of the topics and concepts introduced in Key stage 3 are re-visited in an age- appropriate context. There is, for example, a further focus on respect in personal relationships as well as a citizenship module on terrorism.

In the Sixth Form, all students follow a general studies course which further develops an understanding of those core values. All students follow the course and the 2 modules: "Challenges to society" and "The individual in society". By following this course, students explore questions such as: The impact of science on society, where do our values come from? What is the nature of democracy and how does democracy in the United Kingdom function? What is the role of the media in shaping values, beliefs and opinions?

Year assemblies/School Council/Extra-curricular activities

The school promotes the core values of respect and tolerance for individual liberty alongside a respect for the rule of law through a fully planned programme of year group assemblies (in 2014-15 topics include: Accepting difference; equality; World Food Day). These assemblies are led by senior members of staff and are designed to reinforce messages and values which the school and the wider society view as essential, including examples of great role models in the present and past.

The school council serves as the main means by which students are active participants in the life of the school. The sub committees cover community; well-being; teaching and learning; and environment. Student reps feedback to both the Headteacher and the full governors and by this means play an active part in the development of the school and learn about how to use their collective voice and the process by which change can be brought about.

Finally, the variety of extra-curricular activities is too vast to itemise here, but significant opportunities are planned which incorporate the core values of respect and tolerance and which prepares young people for life in modern Britain. These range from the experience of visiting foreign cultures around the world, to caring for the local school environment by the Horticulture Club. Sixth Form students have organised a debate featuring prospective parliamentary candidates and Years 8 and 9 students have participated in the Magistrates Court Mock Trials.