

**SHENFIELD
HIGH SCHOOL**



**Moral Education, Collective
Worship, Assemblies and Tutor
led Education**

Adopted by Standards & Performance on:	November 2020
Ratified by the Governing Body on:	December 2020

Statement of intent:

The School places great importance on the promotion of spiritual, moral, social, cultural, mental and physical development of children and young people who are students at our school. As a community, we adhere to clear, public and agreed values, which underpin our decision making and stated ethos.

The ethos of the School is based on a community-wide agreed set of values, which are communicated to our students in many different ways. All staff at all times play a hugely important role in this - by the example they set and the expectations they hold.

Our key values are known by our website, school literature, our in school displays and what we publicly stand for – as published on social media sites like Twitter and Facebook. Our strapline is "Learning for Life" and encompasses the following values: Learning, Respect, Responsibility, Security, Community, and Success. Above all, pupils are encouraged to be honest and truthful. Tolerance and respect of others and their beliefs is stressed throughout school life, both inside and outside the classroom.

The strategies we use to ensure that these values are part of our fabric is to lead learning by striving to be excellent role models, by striving to be the best we can be and by being moral leaders, encouraging and facilitating reflection and instilling British values at every opportunity. All members of the school community are encouraged to be reflective, to review events and issues and to refine our practices so that we constantly look to improve our moral and spiritual community together.

The school complies with the legal requirement for a daily act of worship in the context of the restraints imposed by accommodation and environment. However, the whole ethos of our values is to provide time for reflection in a variety of settings sometimes as larger designated cohorts and sometimes as individuals or smaller groupings.

This policy provides compliance with the requirements of paragraphs 26 and 27 of the current Funding Agreement between the Secretary of State and the Academy Trust. It must be read in conjunction with our other policies:

- Behaviour for Learning
- Safeguarding and Child Protection
- Social, Moral, Spiritual and Cultural
- Confidentiality
- Educational Visits
- Equal Opportunities and Community Cohesion
- Equality and Diversity
- Inclusion
- Religious Education
- Relationships and Sex Education

Assemblies, Tutor programme and Collective Worship

All assemblies take place on school site. All assemblies reflect broad traditions of Christian belief and British values without being distinctive of any particular denomination.

Parents/Carers are advised that they have the right to withdraw their child from collective worship, and that to do so should contact Deputy Headteacher Wellbeing and Support to discuss the procedures for doing so.

The shared aims of Assembly, Tutor Programme and Collective Worship:

- To develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes and British values.
- To encourage participation and response.
- To provide the opportunity for pupils to consider spiritual and moral issues and to explore their own beliefs.
- To enable members of the school community to come together and to reflect upon the school's communal identity.
- To make explicit the values and assumptions which underpin the day to day life of the school and the wider community.
- To celebrate achievements and special occasions in respect of the pupils (individually and collectively), the school and the wider community.
- To reflect upon and to celebrate the many activities that take place in school.
- To celebrate and to affirm difference and diversity.
- To heighten aesthetic awareness and to enable pupils to explore how the arts express feelings and belief.
- To enable pupils to co-operate in the planning and delivery of Assemblies.
- To ensure that assemblies are appropriate for all pupils (and teachers), whatever their religious commitments or lack of religious commitments.
- To enable pupils time to reflect on a raft of issues encompassing personal development, national and international awareness and increasing motivation to be successful by teaching attitudinal inspiration such as awe, wonder, being uplifted, deep appreciation, gratitude, respect, reverence and encouragement.
- To create an atmosphere conducive to silent contemplation and reflection.

Collective Worship.

The following are examples of, although not an exhaustive list of issues and events that will be explored in a collective atmosphere such as assembly or tutor programme:

- How to be safe in a variety of situations; understanding the steps that need to be taken to keep safe and knowing where and how to seek help if an individual feels unsafe; for example, e safety, personal safety, anti-bullying and restorative practices.
- To have the knowledge and the confidence to assess risk and to make choices about behaviour accordingly.
- That all people are valued regardless of social background, including race, gender, age and sexuality, and that respecting differences are a key part of what it is to be British.
- Exploring other key British values such as tolerance, justice and fairness and how this relates to our everyday lives.
- How to be successful in the context of a school that promotes pride in achievement and the celebration of success of achievement.
- To understand National and International news and the way events depicted in the news affect the lives of ordinary people.
- Issues of ecology, pollution, and the environment and an appreciation of the natural world including keeping our community clean and fit for purpose as a collective responsibility.
- Understanding notions of rights and responsibility and giving student the knowledge and understanding required to make them active citizens in Britain.
- Assemblies will be broadly Christian in nature, but will not be directly religious, unless a particular religious event is being noted or celebrated. Such celebrations may be drawn from a variety of religions and will serve to highlight the values inherent in such events, where the values are positive and supportive of our commitment to teaching young people British values. Essentially, assemblies and tutor time will be a collective act of acknowledging the underlying spiritual and moral message that underpin the school values and the British values that we adhere to.

- There will be a variety of presenters in Assemblies, and material will be provided to tutors so that tutor groups following reflective assemblies can have an opportunity to discuss issues arising in a supportive and smaller group atmosphere.
- The straplines attached to any safeguarding assembly will be #tellsomeone #saysomething and there will always be a variety of ways signposted for students to express their views or pass on information that is supportive to the whole community.
- Tutors will receive termly top up training on issues related to safeguarding and PHSE, although the main part of the PHSE programme will be delivered through the curriculum – mainly by the Social Science department, but also by other subject areas as and where possible. This will be delivered in a smaller group setting than whole staff training and will enable discussions and strategy sharing and will also help school leaders identify where more support is required.
- Where necessary, as identified via our monitoring of concerns raised by students, staff, parents and the community, we will seek out and commission additional workshops and nurture groups aimed at targeting the precise issue and cohorts where the concern is concentrated. These will be reported on in terms of content and impact in the annual Safeguarding Report to Governors each July, prepared and delivered by The Deputy Headteacher: Student Wellbeing and Support.

The following value statements are inferred from our collectively agreed values and are inherent throughout our curriculum, our collective experiences and provision and our extra curriculum provision, which is extremely important to our community.

Spiritual Development in an Educational context includes:

- recognising the existence of others as independent from oneself;
- questioning and exploring the meaning of experience;
- understanding and evaluating a range of possible responses and interpretations;
- developing personal views and insights;
- applying the insight gained with increasing degrees of perception to one's own life;
- becoming aware of and reflecting on experience.

Moral Development in an Educational context includes:

- telling the truth;
- keeping promises;
- respecting the rights and property of others;
- acting considerately towards others;
- helping those less fortunate and weaker than ourselves;
- taking personal responsibility for one's action;
- Self-discipline.

We will constantly review our provision in line with the experiences that our students, staff, parents and community have and ensure that we respond and in some cases proactively pre-empt issues before they arise. This can be seen, for example, in the change in issues discussed in PHSE classes, the use of outside providers where appropriate and not just because they are available, and the bespoke work done with individual students and their families – always striving to be inclusive in our approach and non-judgemental in the experiences our community faces, whilst at the same time providing known boundaries, checks and balances via our policies and procedures.

This policy will be reviewed in accordance with Shenfield High School policy review schedule.