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| **Social**  **Examples**   * Education in Kvutzah at JCoSS involves teaching students about resolution, particularly in friendship disputes. * The students fully understand the ‘JCoSS way’, which supports British values, social development, working and socialising with students of different religions and with those from different ethnic and socio-economic backgrounds. * Students are encouraged to participate fully in all the opportunities given to them through enrichment, competition, workshops and the extra-curricular activities. * Kvutzah lessons specifically tackle various social issues such as mutual respect, volunteering, conflict resolution and the importance of being part of both the JCoSS community and the wider community in Britain and beyond. * Promoting a sense of enjoyment and fascination in learning about themselves, particularly through the use of one-to-one tutorials and the self-reflection pages that are completed after every Data Input. * Studying Lifelong Learning topics including Keeping Myself Safe, Diversity, Body Image and Relationships, SRE and Responsibilities |
| **Moral**  **Examples**   * Anti-Bullying Week –Assemblies, Form Time Activities and lunchtime sessions run * Tourette’s Awareness talks in Year 7 given by student * Autism Awareness Talk given to all Year 7 students by SPRP teacher * All ‘big’ events in the world are referred to in Kvutzah lessons ad hoc * Robust behaviour policy * Frequent use of ethical debate as strategy for teaching/learning * PSHCE Citizenship module for each Year group 7-11 * Regular visits from Police * Student Parliament: based on Westminster model to teach British institutions * Prefects system encourages leadership and respect for institutions. |
| **Spiritual**  **Examples:**   * Creative lessons and activities devised by HoD in Kvutzah, and delivered by Form Tutors to all students throughout KS3 and KS4, once per week. * Students take part in various activities which strengthen their awareness of other faiths, * A lesson responding to the Paris terrorist attack allowed students to have dialogue with professionals about how they feel as a result of the events that took place. * Y7 Interfaith drop-down event in Interfaith Week * Y8 Interfaith trip |
| **Cultural**  **Examples**   * Student Parliament * Lessons about different cultures – similarities and differences acknowledged * Own family and background discussed in Year 7 Kvutzah lessons – friendships * Assemblies delivered to all Year Groups from outside organisations (JWA and Streetwise) about friendships, different cultures, values, participation in extracurricular activities etc * Promotion of reading in/out of lessons e.g. JCoSS Book Award, Carnegie Shadowing, weRead during Form Time Activities and Kvutzah * 3 Faiths Forum involved in Interfaith Week * Fairtrade Fortnight marked * Local, National, Israel Charities chosen by students after being educated about each one in Kvutzah lessons * Lessons about British Democratic Parliamentary System in KS3 * Different faiths taught in KS3 during RE lessons and also acknowledged in Kvutzah lessons * Different Socio-Economic groups in local, national and global communities are considered during Kvutzah lessons in KS3 * Implementation and running of the School Council, whereby students have either put themselves forward as a candidate, or have voted on the best representative for their Form Groups. * The School Council specifically forces representatives to speak to the collective and ascertain their views on school development, promoting positive engagement and listening to others. When the School Council meets, the practice of majority rule comes into being. * Lessons about e-safety and the Law |
| All staff are:   1. Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position 2. Having regard to the need to safeguard students’ well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law   Democracy lessons taught in KS3 and KS4 during Kvutzah  Lessons cover the following topics:   * the rule of law * individual liberty * mutual respect * tolerance of those with different faiths and beliefs |