

■ Curriculum, Enrichment & Extra-curricular

Provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days.

Our ethos is summarised by our vision and aims:

Wonder at the natural world, human achievement and past and future events locally, nationally and globally.

As a school of Christian Character we also hold regular collective acts of worship, as aspects of our main Assembly programme, which are facilitated by our Collective Worship Coordinator.

Queen Elizabeth's Grammar School is also fully committed to the development of character education within our school and local community, as well as playing a role in its development on the national and global stage. To this end we have participated in the development of resources which are used internally and in other schools in the United Kingdom and abroad. We have forged links with Universities, businesses and the voluntary sector in our drive to place SMSC at Queen Elizabeth's Grammar School at the forefront of our progress.

Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes and practices of society. Their knowledge and awareness of values and attitudes, codes of behaviour and standards, of individuals and society at a local, national and globally accepted level is important at Queen Elizabeth's Grammar School.

The quality of the relationships students experience, the standards of behaviour in the school, and the values promoted form the basis of their moral judgements as well as the extent to which students show:

- An understanding of the difference between right and wrong.
- Respect for people, truth and property.
- A concern for how their actions might affect others.
- The ability to make responsible judgements on moral issues.
- Personal conduct [students take responsibility for their own moral actions].
- Personal behaviour [good behaviour out of moral responsibility rather than fear of repercussions].
- A knowledge of standards of morality.

Queen Elizabeth's Grammar School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The school has a clear set of aims, values and expectations, which are shared with students, parents/carers and staff including those shown in the introduction.

The essence of moral behaviour is to build a framework of values which regulate personal behaviour, through principles rather than fear of punishment or hope for reward. These values provide the framework for students to develop their attitudes and understanding on morality and to develop the self-confidence to hold to this code of values in the face of a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions.

At Queen Elizabeth's Grammar School we reject:

- Bullying.
- Cheating.
- Deceit.
- Cruelty.
- Irresponsibility.
- Dishonesty.
- Obscenity.
- Intolerance.

At our school we promote moral development through a range of activities and opportunities both within, and without, the classroom such as:

- Working with teachers, tutors, and

Sharing with students the Christian belief that all Christians are called to continue Jesus' work of love and compassion for their fellow human beings through the exploration of key Christian concepts such as love, trust, forgiveness, mercy, humility, courage and integrity, respect for life, value of an individual, justice, co-operation and service, honesty and truthfulness.

Acts of Collective Worship at Queen Elizabeth's Grammar School take into account the student's ages, aptitudes and family backgrounds.

The school recognises that there is a difference between Acts of Collective Worship and the more frequent assembly of students. On some occasions assembly may proceed or follow an Act of Collective Worship. When this happens the transition from Assembly to worship will be marked in some suitable way e.g. the lighting of a candle or reflecting on an image on the OHP/EWB, moment of silences and reflection etc.

Students from other faith backgrounds are offered the opportunity to worship in their own appropriate manner at the discretion of the school.

Rights of Withdrawal

At Queen Elizabeth's Grammar School we seek to be an inclusive community however we respect the right of parents to withdraw their children from Collective Worship. This school expects that withdrawal will only be made following parental discussion with the head teacher/worship co

Effective RS will promote community cohesion at each of the four levels outlined in DCSF guidance:

1. The school community – RS provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
2. The community within which the school is located – RS provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
3. The UK community – a major focus of RS is the study of diversity of religion and belief in the UK and how this influences national life.
4. The global community – RS involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RS subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Approaches to Teaching RS.

RS has an important part to play as part of a broad, balanced and coherent curriculum to which all students are entitled. High quality learning experiences in RS are designed and provided by careful planning through the locally agreed syllabus, and in schools, taking into account the need to offer breadth of content.

In order to make religious studies a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Students are also provided with opportunities to further their understanding through visits from members of local faith communities.

How RS is organised.

In accordance with the structure of the locally agreed syllabus we have agreed that:

At KS 3 students study Christianity and at least three other principle religions [Buddhism, Sikhism and Islam]. The approach is both thematic [for example responses to evil and suffering] and by faith. All students access a single 1 hour lesson once per week. Lessons are taught in mixed ability groups in Year 7 and in banded groups in Years 8 & 9.

At KS 4 students follow an examination course. The vast majority study an AQA Full GCSE in Religious Studies while some will study for a Short Course GCSE qualification. In all cases students study Christianity, and

■ Current Frameworks and Responsibilities

Responsibilities for RS within the school, (Headteacher's and Governors)

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:
all student

Outside arrangements for RS are allowed as long as the LA is satisfied that any interference with the student's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

As Queen Elizabeth's Grammar School is a secondary school and where parents have withdrawn a student from RS provided at the school and asked for alternative RS to be provided in accordance with the tenets of a particular religion or denomination, then the School must either:

provide facilities for the alternative RS to be given at the school unless there are special circumstances which would make it unreasonable to do so

or

agree to outside arrangements being made as long as no financial burden falls on the LA or school as a result of these arrangements.

Annex 3: Relationships and Sex Education Policy

1. Introduction

Defining Relationships & Sex Education and its Aims and Objectives

At Queen Elizabeth's Grammar School, Relationships & Sex Education is regarded as an important part of health education generally, as well as a broad area of education within itself. Relationships & Sex Education concerns itself with the many concepts, topics and areas of knowledge which are relevant to young people in terms of their growth, physical and emotional changes, relationships, reproduction and sexual health generally. It is also about helping to develop within young people confidence, self-esteem, the ability to make informed decisions and a sense of responsibility towards themselves and to other people. Relationships & Sex Education should also enable young people to understand and cope with their own attitudes, feelings and emotions as well as the attitudes, feelings and emotions of others.

Relationships & Sex Education is seen as a continual developmental process from Years 7-13, the main aims of which are to support the personal and social development of our students and to raise their awareness of sexual health matters and to foster the ability to enjoy relationships based on mutual caring, respect and personal responsibility, free from pressure or abuse.

More specific objectives of the Relationships & Sex Education Programme are set out below and these are:-

i) To facilitate the acquisition of appropriate knowledge and understanding in the numerous areas of Relationships & Sex Education.

vii) Publication of a summary of the content and organisation of the Relationships & Sex Education provided at Queen Elizabeth's Grammar School within the School Prospectus. (Education (School Information) Regulations 1993).

Annex 4: Wellbeing Personal Development and Tutorial Programme Policy [incorporating Citizenship, PSHE and related programmes]

Introduction: Defining Wellbeing

Those who seek to define 'wellbeing' often use terms such as 'human flourishing', 'thriving' or preparation for a 'worthwhile life'. 'Wellbeing' in the context of this policy denotes the Personal Education and Tutorial Programme which has been developed by Queen Elizabeth's Grammar School and is followed by students in Years 7-11. This programme is designed to enable our students to flourish at school and in their wider communities. Our students have the opportunity to find ways to wellbeing and to consider and reflect upon how to be personally excellent, and how to aid others in their quest. It is a dynamic state,

education is the development of good sense or practical wisdom: the capacity to choose intelligently between alternatives.

Character Education is not:

Character education is not about promoting the moral ideals of a particular moral system. Rather, it aims at the promotion of a core set of universally acknowledged cosmopolitan virtues.

Character education is not about moral indoctrination and mindless conditioning. The ultimate goal of all proper character education is to equip students with the intellectual tools to choose wisely of their own accord within the framework of a democratic society. Critical thinking is central to a well-rounded character. Character and virtue are not exclusively religious notions. Almost all current theories of virtue and character education are couched in a post-religious language.

The emphasis on character and virtue is not conservative or individualist. The ultimate aim of character education is not only to make individuals better persons but to create social and institutional conditions within which all human beings can flourish.

Therefore Character Education plays a significant part in the Queen Elizabeth's Grammar School approach to Wellbeing Personal Education and Tutorial Programme.

The Nature of the 'Wellbeing Personal Education and Tutorial Programme'.

Each Year Group accesses 'Wellbeing' for an average of 40 minutes per week through Tutorial time in Lesson 6. This takes into account time to register and perform other administrative tasks. It is considered good practice for this time to be divided evenly between two sessions per school week, though there may be occasions where it is more suitable for students to spend several sessions on the work and then to have a gap.

The material itself is split into topic areas, which incorporate elements of PSHEe and Citizenship [as well as other

on progress]. Tutors report on Wellbeing as a part of the main reporting cycle and judge progress through