



Dame Alice Owen's School

Promoting fundamental British values

At Dame Alice Owen's School we interpret British values as including individual liberty, belief in personal and social responsibility, toleration and respect for diversity, including of different faiths, beliefs and lifestyles. We seek to instil in students a sense of belonging, not just to the school community, but to the wider community and to the country.

Through the Owens Way (our aims in student speak), to which reference is frequently made in assemblies and lessons, key ideas at the heart of the school's philosophy are promoted. These include the importance of being caring, and showing understanding and respect (Supportive Community), of having an outward-looking and broad-minded mentality (Window to the World) and of all students, regardless of belief and background, being able to participate and succeed in the full range of academic and extra-curricular activities (Opportunity for All).

With regard to the key themes of the Spiritual, Moral, Social and Cultural agenda, the spiritual and moral development of students, including an awareness of the difference between right and wrong, the ability to reflect on faith, feeling and values and the ability to understand the viewpoints of others are covered comprehensively by the Religious Studies department as well as within the Effective Form Time programme.

The understanding and appreciation of the range of cultures that influence life in Britain are covered within Religious Studies and History, as well as through ceremonial occasions such as our Act of remembrance each year, at which all those who gave their lives for their country in war, regardless of race or creed, are honoured. Every student is made aware of, and has the opportunity to discuss, the importance of Britain's democratic parliamentary system during Year 9 and through the mock General Election that mirrors that of Westminster and accompanying form activities.

In KS 3 students reflect the importance of RS and learning about Christianity and other religions within a multicultural British society. What is the point of religion and do religious codes such as the 'Ten Commandments' have any importance today e.g. 'Honour your mother and father'. They consider prejudice and discrimination in the context of Anne Frank and the Holocaust.

With their tutors they explore what makes a supportive e-Community and what is our individual role? 'Bad things happen when good people let them' –what do we do if we see unkindness? What do we mean by the term 'equality'? What does it mean in school? How does consumerism lead to exploitation of others? What role can we play as a supportive community to work towards ensuring equality?

In KS 4 students consider whether or not what is right and wrong can be a subjective view point but also examine the sources of authority when it comes to moral decision making e.g. Holy Books, Religious Leaders; Conscience etc.

GCSE evaluation underpins the whole syllabus i.e. 'What do you think?', 'What would a religious person think?' etc. on a wide range of topics including the use of legal and illegal drugs; scientific procedures used for fertility & genetic engineering; the right to die (active euthanasia); Most of these topics (Matters of Life, Matters of Death, Drugs & Crime & Punishment) are set against the British legal and historical background and are covered in Yr10.

With their tutors they explore what benefits are there from voluntary work? For the person doing it, the charity and society? What opportunities will you have for volunteering between now and graduation?

The social development of students is a key feature of 'The Owens Way' and comes through in assemblies, charity work and the culture of volunteering that exists in the school.