



Policy Title:	Spiritual and Moral Education
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SPIRITUAL AND MORAL EDUCATION including COLLECTIVE WORSHIP and SEX RELATIONSHIP EDUCATION

SOURCES

This Policy provides a consolidated guide to the implementation of the requirements of the current Funding Agreement between the Secretary of State and the UTC. It is a synthesis and extension of a number of important UTC@harbourside documents, rather than a new policy departure. In particular, reference should be made to:

- a. the UTC@harbourside Vision Statement
- b. the Behaviour for Learning Policy;
- c. the UTC@harbourside Prospectus;
- d. the Equality of Opportunities Policy;
- e. Curriculum Policy.
- f. SMSC and Citizenship Policy

DEFINITIONS

1. **Spiritual:** 'Spiritual' is not synonymous with 'religious'. The term 'spiritual' identifies those areas of experience that are at the heart of human motivation and responses to life. It is to do with the search for meaning and purpose in life, to consider what it means to be human and for values by which to live. It incorporates our responses to challenging experiences, such as suffering, beauty and encounters with good and evil. For those with a religious faith it also incorporates their encounter with the divine.
2. **Moral:** Moral development involves several elements: the will to behave morally as a point of principle; knowledge of the codes and conventions of conduct agreed by society; knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues; the ability to make judgements on moral issues. A moral issue is one which involves people in making a decision on the basis of what is right or wrong.
3. **Religious Education:** Religious Education in UTC@harbourside seeks: to develop pupils' knowledge, understanding and awareness of Christianity, as the predominant religion in Great Britain, and the other principal religions represented in the country; to encourage respect for those holding different beliefs; and to help promote pupils' spiritual, moral, cultural and mental development.
4. **Collective Worship:** A description or definition of worship will to a considerable extent reflect the character of the worshipping community. Therefore, in considering the meaning of collective worship in UTC@harbourside we must take into account the character of the UTC@harbourside community. This description of collective worship reflects the views of the East Sussex SACRE; recognizes the possible diversity of faith and commitment. This should lead to a greater awareness of the UTC's values; reflection on their own beliefs and values; more aware of the purpose of life; opportunities for response; a deepening of the quality of UTC@harbourside life.

5. Values: UTC@harbourside seeks to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs:
 - a. an understanding of how citizens can influence decision-making through the democratic process;
 - b. an appreciation that living under the rule of law protects individual citizens;
 - c. an understanding that there is a separation of power between the executive and the judiciary;
 - d. an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
 - e. an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
 - f. an understanding of the importance of identifying and combatting discrimination.

6. UTC@harbourside seeks to promote educational values:
 - a. commitment to learning;
 - b. the pursuit of truth;
 - c. respect for reason;
 - d. realising potential;
 - e. the pursuit of opportunities and the broadening of horizons;
 - f. education is a lifelong activity;
 - g. equality of access.

7. UTC@harbourside seeks to promote moral values:
 - a. we should respect each other and treat others in the way we would like to be treated;
 - b. everyone is different but equally important;
 - c. behaviour should not be aggressive, deliberately annoying or provocative;
 - d. politeness and the avoidance of language which might offend;
 - e. respect for the truth;
 - f. allowing others to work without disruption;
 - g. care for our environment;
 - h. respect for each other's property;
 - i. "respond helpfully if someone is in difficulty;
 - j. bullying is deplored by UTC@harbourside and is dealt with seriously;
 - k. giving help to others where possible, whether in UTC@harbourside, the local community or further afield;
 - l. UTC@harbourside seeks to promote social values:
 - m. respect for UTC@harbourside rules and for the law;
 - n. respect for the beliefs and opinions of others, as a preparation for adult life in a plural, democratic society;
 - o. pride in UTC@harbourside Uniform, and respect for the reputation and achievements of UTC@harbourside;
 - p. recognizing and celebrating the successes of UTC@harbourside and of its members;
 - q. seeking to take active responsibility for others.

SPIRITUAL AND MORAL DEVELOPMENT ACROSS THE CURRICULUM

All subjects play a part in developing the knowledge and understanding essential to both spiritual and moral development, and the ability to make responsible and reasoned judgements. Spiritual questions about the origins of the universe or the nature of proof or the meaning of truth arise in many different subjects. Similarly, moral questions arise or are implicit in all subjects; for example, science (e.g. issues of life and death); geography (e.g. environmental and development issues);

history (growth of freedom and tolerance; and war and peace) and PE (e.g. obeying the rules of the game and developing teamwork).

COLLECTIVE WORSHIP

UTC@harbourside complies with the legal requirement for a daily act of collective worship in the context of the constraints imposed by its accommodation and facilities. These dictate that children have a mixture each week of UTC@harbourside assemblies; Year/Key Stage assemblies and Form Times. All assemblies take place on the UTC@harbourside premises. As required by law, most assemblies which take place each term reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination. UTC@harbourside has regard also to the East Sussex SACRE's advice and, in particular, to the Framework for Assemblies for Collective Worship which it outlines: "Reflection on a range of personal, social, moral or spiritual issues, which should be considered in a manner which is consistent with the agreed UTC@harbourside values. "Response to affirm and celebrate the agreed UTC@harbourside values and to act in accordance with these; to encourage the pupils to aspire to higher values and visions of the good life; to encourage them to commit themselves to positive ways of living. As appropriate, this could be structured around five key responses: (i) celebration (ii) acknowledging failures and shortcomings (iii) expressions of thankfulness (iv) commitment (v) action".

The Principal has overall responsibility for the assembly programme, although detailed planning is delegated to the SLT. The Principal, members of the Senior Leadership Team, other staff who agree to do so, pupils and outside speakers and groups lead assemblies. Parents are advised in an appendix to the UTC@harbourside Prospectus of their right to withdraw their children from collective worship and of the procedures for so doing.

HELPING OTHERS

UTC@harbourside is committed to supporting both a national and a local charities. Time will be given to talk about the work of our students and the impact it makes on the lives of others

- It is our belief that all young people can thrive and succeed. Celebrating success will be a crucial element to help build aspiration and encourage students to strive for success.
- Guest speakers – to motivate students and help them to focus on our core values.
- Students taking assemblies – we encourage students to develop leadership skills and provide opportunities for them to lead assemblies.
- Performances – as with celebrating success, students performing will demonstrate what can be achieved.

We conduct collective worship in a dignified and respectful way. We regard it as a special time, and expect student to behave in an appropriate way.

Sex and Relationship Education (SRE)

UTC@Harbourside believes that sex and relationship education (SRE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is an integral part of the PSHE programme within UTC@harbourside. Sex and relationships education is compulsory from age 11 onwards nationally.

The aim of the sex and relationship education policy is:

- to endorse the entitlement of all students in UTC@harbourside to sex and relationship education.
- to confirm the coverage and scope of sex and relationship education in UTC@harbourside.
- to ensure that appropriate guidance is available for the staff that will deliver the programme of sex and relationship education in UTC@harbourside.
- to specify the right of parents to withdraw their children from all or part of sex and relationship education.

What is Sex and Relationship Education?

It is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. It contributes to the spiritual, moral, cultural, mental and physical development of students and prepares them for the experiences, rights and responsibilities of adult life. At UTC@Harbourside the sex and relationship education programme will cover three main elements:

1. Attitudes and Values
 - a. learning the importance of values and individual conscience and moral considerations.
 - b. learning the value of family life and stable loving relationships for the nurture of children.
 - c. learning the value of respect, love and care.
 - d. exploring, considering and understanding moral dilemmas.
 - e. developing critical thinking as part of decision making.
2. Personal and Social Skills
 - a. learning to manage emotions and relationships confidently and sensitively.
 - b. developing self-respect and empathy for others.
 - c. learning to make choices based on understanding of differences and with an absence of prejudice.
 - d. developing an appreciation of the consequences of choices made.
 - e. managing conflict.
 - f. learning how to recognise and avoid exploitation and abuse.
3. Knowledge and Understanding
 - a. learning and understanding physical development at appropriate stages.
 - b. understanding human sexuality, reproduction, sexual health, emotions and relationships.
 - c. learning about contraception and the range of local and national health advice, contraception and support services (including education about sexually transmitted diseases).
 - d. supporting students to make wise and informed choices regarding sexual activity.
 - e. developing an awareness of sex and the law.
 - f. developing an understanding of the diversity of relationships and sexuality.
 - g. an understanding of the difference between consenting and exploitative relationships.
 - h. understanding internet safety issues such as sexting and sharing of images.

All pupils at UTC@harbourside are entitled to sex and relationship education. UTC@harbourside will provide a coherent, well-balanced programme of sex and relationships education that:

- reflects the age and maturity of the students.
- meets the particular needs of both boys and girls.

Content and organisation

Sex and relationships education is not an isolated subject. It permeates the whole UTC@harbourside curriculum, the ethos of UTC@harbourside, and the pastoral system. Many subjects, but particularly Science and the PSHE programme explore some elements of sex and relationship education.

At UTC@harbourside, during Key Stage 4 and 5 students will receive sex and relationship education through the PSHE curriculum and in and pastoral support via tutor times, in particular exploring:

- Physical and emotional changes during puberty
- Management of growth and change during puberty
- Relationships: friends and families, marriage, and civil partnerships
- Health services
- Sexual relationships: law, consent, contraception
- Sex, gender, sexuality and sexual orientation
- E-safety

Confidentiality

Teachers cannot offer or guarantee absolute confidentiality in some matters and students will be made aware of this. UTC@harbourside is aware that effective sex and relationships education can lead to the disclosure of a Child Protection issue and this will be acted on in accordance with the UTC@harbourside's Child Protection Policy. Students will be informed of the sources of confidential help available which currently include The House Counselling service and the UTC@harbourside nurse who makes regular visits to the UTC for drop-ins and assemblies.

As part of an effective PSHE programme, ground rules will be explained by the teacher before the start of any sensitive discussions.

Parents' Right of Withdrawal

Parents do have the right to withdraw their children from all or part of any sex and relationship education provided. Parents do not have the right to withdraw their children from the teaching of the biological aspects of human growth and reproduction that are included in the National Curriculum for science.

Monitoring and evaluation

The PSHE Co-ordinator will liaise annually with the other curriculum areas to ensure that the syllabus is being covered and that the biological and emotional elements are properly co-ordinated. The Senior Leadership Team will monitor the implementation of this policy through the cycle of departmental reviews.

REVIEW

This policy will be reviewed biennially