
Academy Values Ethos and Vision

At John Whitgift Academy we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We not only recognise that this is our educational responsibility, but that it is our duty to create well-rounded young adults who will grow to be responsible and knowledgeable future citizens. We therefore aim to provide an education that provides students with opportunities to explore and develop their own beliefs and values, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures. We aim to ensure that we nurture students who can participate fully and positively in a democratic, modern Britain and understand and respect British Values.

Guidelines

All curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and understanding of British Values and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

The academy community will be a place where students can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Students should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. Academy and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.