



INTERNATIONAL
SCHOOL OF
CREATIVE
SCIENCE

NAD AL SHEBA

BSO

British School Overseas
Inspected DfE Accredited

**RATED
OUTSTANDING
SCHOOL**

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**International School of Creative Science
Nad al Sheba**



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1 INTRODUCTION

As part of our vision to nurture academic excellence rooted in moral values, we understand that character education is every bit as crucial to our students' development as academic success. Our Values of Integrity, Tolerance, Collaboration, Courage and Compassion promote and complement the five fundamental British values identified by the Department for Education (UK):

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

We teach our students the importance of being kind, compassionate and respectful to everyone that they meet, irrespective of their faith, ethnicity, gender, sexuality, class or any other perceived differences. Through the diversity of our school community, community service programmes, and broad curriculum, our students meet inspirational people from a diverse spectrum of backgrounds, beliefs and cultures, and are encouraged to embrace experiences which prepare them for life in the UK and as British educated students around the world.

The examples provided below – whilst by no means exhaustive – serve to demonstrate how British values permeate our curriculum, ethos and a wide range of leadership activities, along with our commitment to providing ample opportunities for our students to develop a strong moral foundation and a drive to make a positive impact in their local community, Britain and beyond.

2 DEMOCRACY

Our students are introduced to the concept of “democracy” and “the majority vote” from a young age, participating in Student Council elections (where representatives are elected by way of a democratic process) and engaging in a wide range of discussions concerning issues that directly affect them. Student voice is considered to be of utmost importance, and members of the Student Council are encouraged to vote on key issues that are likely to affect their classmates, as well as bringing their own proposals to staff for consideration. These models of leaderships are repeated in other important roles such as digital leaders and classroom based leadership roles.

Our students who are appointed to leadership roles are taught how to effectively represent their classmates and the importance of considering everybody's viewpoint when making an informed decision and reaching a common consensus. Such students must demonstrate civic, moral and performance character in order to command the respect of – and act as an advocate for – their peers.

Our students are encouraged to become politically aware from a young age and participate in debates concerning age-appropriate issues, developing arguments for and against carefully-chosen topics. In doing so, they learn how to put forward a strong case for causes they believe in (an essential part of the democratic process), as well as how to employ both facts and emotion in order to resonate with other people.

3 THE RULE OF LAW

We believe it is important for our students to understand why rules are in place, the purpose that they serve, and the consequences of breaking them. We are keen to create an environment where our students are able to clearly distinguish between right and wrong; and do the right thing because they *want* to, not simply because they feel compelled to. A key part of achieving this is through helping our students to understand that rules are essential in order to safeguard their wellbeing, protect the welfare of others, and ensure that everybody has the opportunity to fully achieve their potential. We also teach them to understand the relationship between cause and effect and the importance of taking responsibility for their own actions, which is vital to becoming a productive and upstanding member of society.

Our students quickly grow to understand that the rules that govern their school are microcosms of the laws that govern the workplace and, ultimately, society. Clear correlations are drawn between school rules and the rules that our students encounter in their day-to-day lives, so our students are fully aware that there are actions and behaviours which are prohibited and punishable in all contexts.

In order to ensure that our students respect our rules, we take care to apply them fairly and consistently so that boundaries – and the repercussions of overstepping them – are clearly defined. We have an explicit Home-School Agreement, as well as robust Anti-Bullying, Attendance, and Behaviour for Learning Policies. Our high expectations with regard to behaviour are also regularly reinforced during assemblies and form time. Our students are rewarded and celebrated for exemplary behaviour, attendance and academic performance. Those who frequently break the rules, meanwhile, are subject to appropriate sanctions.

We also organise visits from individuals in the legal and judicial sectors, police officers, members of the Fire Service, and road safety officers to reinforce the importance of respecting rules and the repercussions of breaking them.

4 INDIVIDUAL LIBERTY

We are committed to keeping our students safe, happy and well, and we empower them to make sensible and informed choices by providing guidance on a range of key topics, such as online safety, bullying, physical and emotional abuse, radicalisation and extremism – all of which are built into the pastoral curriculum in an age-appropriate and sensitive manner. These issues are also explored in for time, assemblies, global citizenship, moral education and topic.

Our students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to recognise when these are being violated, and what to do/who to approach if they are concerned about this.

We also understand that our our students must make their own choices and learn from their own mistakes as part of establishing their identity as individuals, and we encourage them to do so within the context of a supportive, positive and non-judgmental environment, where developing their self-esteem and self-confidence is of primary importance. Our students are encouraged to make independent choices, resist peer pressure, and take responsibility for their own actions.

All of our students are valued for their individual talents and contributions and are encouraged to pursue their specific areas of interest through a variety of enrichment, sporting and leadership activities. We encourage our students to see themselves as unique individuals, able to make a unique contribution to society, whilst also emphasising the importance of teamwork in achieving their goals.

Lessons are differentiated to ensure that our students are sufficiently challenged and they are encouraged to engage in independent learning during lesson time and as part of their homework activities.

5 MUTUAL RESPECT

Tolerance is one of our core values, and we define this as simply, “treating others as we wish to be treated.” This is evidenced in the charity work and community service projects our students undertake for the benefit of people who are experiencing the effects of food poverty, loneliness and isolation; our zero-tolerance approach to bullying; the strong sense of community and camaraderie felt by all of our students; and the high standards that characterise our teaching and learning environments.

Our students are encouraged to communicate openly and honestly, and to listen to – and respect – the views of others, even in instances where disagreements arise. We expect all our students in leadership roles, as well as our staff members, to model exemplary behaviour and conduct themselves in a manner that commands the respect worthy of someone in a position of authority.

Assemblies and class work are designed to highlight the diverse nature of British society and the right for each person to be respected for their choices. We teach our students that they should never judge a person, and encourage them to become compassionate, open-minded and accepting.

6 TOLERANCE OF DIFFERENT FAITHS AND BELIEFS

We aim to promote not only tolerance, but also a genuine respect of different faiths, beliefs and culture by offering a culturally rich and diverse curriculum in accordance with the UAE inspection framework. We encourage all of our students to embrace the culturally diverse society in which they live, and by giving our students opportunities to experience this diversity first-hand – through organising a range of interschool activities and providing opportunities for students to undertake civic projects in their local communities – our students are able to meet and work alongside people from a range of backgrounds and beliefs.

7 CONCLUSION

British values are ingrained in everything we do and represent all that we strive to achieve in our vision. We encourage our students to live a life characterised and enriched by the values of the school, and we hope that these tenets will continue to inform their choices, actions and behaviours long after they leave school, enabling them to make a positive impact on society



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