



THE ACADEMY OF
ST NICHOLAS

Religious Education Collective Worship Policy

Review Period:	Annually
Date Policy Last Reviewed:	January 2018
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Date for Review:	January 2019

Introduction

The Academy of St Nicholas is a joint Catholic /Church of England academy. Through implementing the Religious Education and Collective Worship Policy the Academy aims to:

- lead our students to a deeper knowledge and understanding of Christian faith and traditions, recognising its importance in our daily life
- recognise and respect members of other religions and cultures especially those of students in the Academy
- enable each student to develop his/her full potential in all areas of life, in an environment where he/she knows they are safe
- help the students to recognise and appreciate the spiritual and religious dimensions of life
- enable students to search, question and examine their own personal life in the light of what they have learnt

Set in the broader context of the development of the whole person, our Religious Education and Collective Worship policy also reflects the Academy's aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the Academy community and will take action to safeguard their well-being.

It is open to parents to withdraw their children from Collective Worship and/or Religious Education. Parents who wish to do so should notify the Academy of this by writing to the Head of School.

Related Documents

School Standards and Framework Act
Education Reform Act
Education Act

- Sex and Relationship Education Policy
- PHSEE Policy
- SMSC Policy

Roles and Responsibilities

The Governing Body has overall responsibility for the development and implementation of this policy. It will be supported in this by the Curriculum and Ethos Committee and the Principal. The Governing Body will arrange for the review of this policy on an annual basis and for seeking feedback on the implementation and effectiveness of the policy.

The Academy will appoint a full time, non-teaching Chaplain. In line with the sponsors' agreement and the Catholic/Church of England denomination of the Academy, the Chaplain will be a practicing Anglican or Catholic. The general responsibilities of the Chaplain are:

- Supporting the implementation of the Academy's mission and vision both within the Academy and the wider community
- Developing the values of the Academy, based on Christian values, and providing support to students and staff in embedding them into their studies and life
- Working with the governors and the Academy management to ensure the development and continuation of the Christian ethos, with the Anglican and Catholic traditions
- Providing spiritual and personal support to the Academy staff and students

The Principal is responsible (under the School Standards and Framework Act 1998) for arranging collective worship although this is delegated to the Chaplain. With specific reference to Collective Worship, the Chaplain will

- Make resources available to staff for collective worship in assembly time
- Make resources available to tutors for collective worship in tutor time
- Monitor delivery of collective worship with a view to improvement of delivery year on year
- Arrange pastoral meetings to support tutors deliver collective worship in tutor time

Support in service training for staff in relation to collective worship and the general requirements of this policy.

The Principal will arrange, in conjunction with the Chaplain, for a self-assessment of the Academy's performance against School Inspection (Section 48) criteria on an annual basis and for the development of an improvement plan based on findings. Information from the self-assessment and plan will be shared with Governors.

With regard to Religious Education, it is the responsibility of the Religious Education Curriculum Director to

- Ensure the RE provision is available to all students at key stages and is appropriate to the stage
- Work with other curriculum areas to develop an overall RE Scheme of Work which recognises the contribution other topics make to the teaching of RE.

Policy

The Academy of St Nicholas is a joint Catholic / Church of England Academy therefore its Christian values, based on the love of God, will serve to underpin the love of learning that is central to the Academy's culture for success.

The Academy also aims to enhance the students own spiritual, moral, cultural and social (SMSC) development by:

- Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
- Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience; considering and explaining what might be learned from the religions they study in the light of their own beliefs and experiences.
- Reflecting on their own beliefs, values, perceptions and experiences in the light of their study of religion.
- Developing positive attitudes of respect towards other people who hold views and beliefs that are different from their own.

This will be achieved through a coordinated religious education curriculum and collective worship. Collective Worship

The aim of Collective Worship is to provide the opportunity for students to:

- worship and respond
- reflect on Christian values and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues

Daily collective worship will be Christian in character, taking into account the family background and abilities of our students. Collective worship, whether in assembly or tutor time, will:

- include a variety of elements at different times based on Academy values;
- involve the students.

Religious Education

The separate aim of Religious Education is to enable students to acquire and develop knowledge and understanding of:

- Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.
- some of the influence of life experiences, beliefs, values and faith traditions on individuals, communities, societies and culture.

R.E. makes a valuable contribution to the education of all students. As an essential part of the curriculum, it will provide a relevant and worthwhile learning experience for all students. Learning in R.E. should enable students to:

- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about Christianity and the other principal religions represented in Great Britain;
- enhance their spiritual, moral, cultural and social development;
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.
- respect self and be sensitive to the needs of others;
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio- economic group.

It is important when planning work in R.E. that the teacher pays close attention to the above. Cross

Curricular Links

There have always been links between religion and the arts and consequently R.E. fits naturally with subjects such as Art, Music, Physical Education, Science, Drama and Dance. Links with these subjects will be developed by the head of RE as the subject develops.

Special Educational Needs

We believe that all students at the Academy should have equal access to R.E. so that they may have the opportunity to progress and demonstrate achievement irrespective of ability or special educational needs. Where special educational needs are identified, teachers will endeavour to provide such students with appropriate opportunities at each key stage, in line with the requirements of the agreed syllabus.

Where students have special needs which are not identified as being learning difficulties we will, as an Academy, endeavour to respond sympathetically to their requirements. The range of special needs in R.E. includes:

- students who have special needs across the curriculum and who also have special needs in R.E.;
- students who are more able and talented across the curriculum, including R.E.;
- students who live in an environment which is entirely secular or strongly religious, where values and beliefs may be at odds with the wider culture in which they live;
- students who themselves have a personal faith commitment.

Staff will support such students' access to RE in an appropriate manner.

Definitions

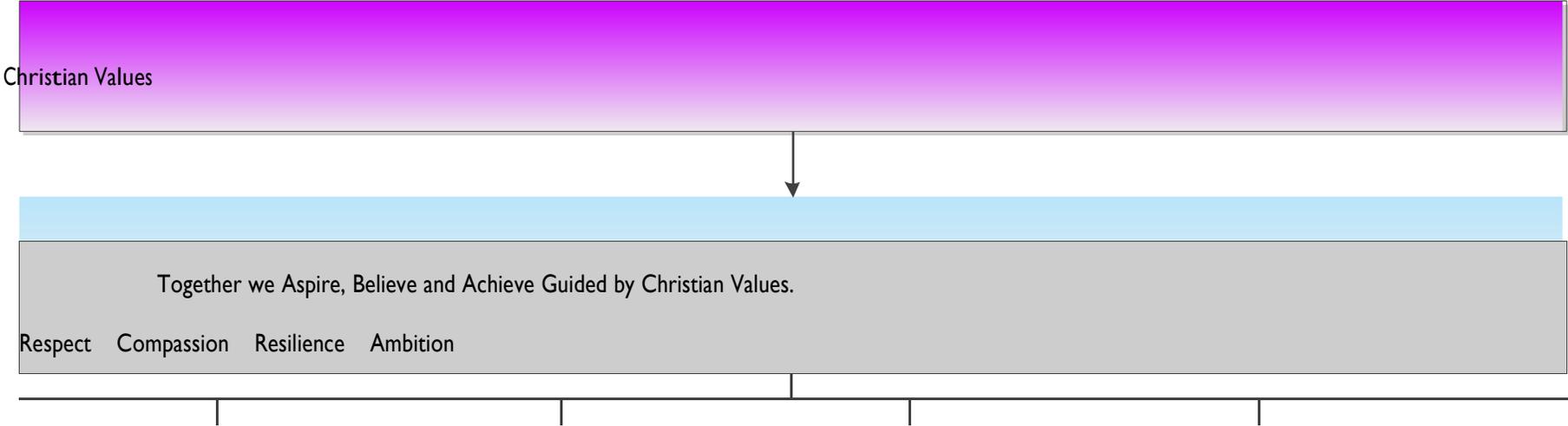
RE Religious Education

Appendices

Appendix 1 Academy Values

Appendix 2 Section 48 Evaluation & Outstanding Criteria

Appendix I : Academy Values



Appendix 2 : Section 48 Self Evaluation & Outstanding Criteria

Evaluation Questions

1. How well does the school, through its distinctive Christian character, meet the needs of all learners?
 - a. How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?
 - b. How well does the Christian character support the spiritual, moral, social and cultural (SMSC) development of all learners whether they are Christian, of other faiths, or of none?
 - c. How well does the Christian character of the school prepare learners to become responsible citizens?
 - d. How well do key Christian values motivate the relationships between all members of the school community?
 - e. How well is the spiritual development of learner enhanced by the school environment?
2. What is the impact of collective worship on the school community?
 - a. How positive are learners' attitudes to collective worship?
 - b. To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?
 - c. How well does collective worship develop learners' understanding of Anglican & Catholic traditions and practice?
 - d. How effectively is the importance of worship demonstrated in the life of the school
3. How effective is the religious education?
 - a. How high are the standards and how well do all learners achieve in RE?
 - b. How effective are learning and teaching in RE?
 - c. To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?
 - d. How well does RE contribute to the spiritual and moral development of all learners?
 - e. To what extent does RE promote the distinctive Christian character of the school?
 - f. To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?
 - g. How effectively is the importance of RE demonstrated in the life of the school
4. How effective are the leadership and management of the school as a church school?
 - a. How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?
 - b. How well is this vision understood by all stakeholders?
 - c. How well do leaders and governors ensure that this vision is put into practice by all members of the school community?
 - d. How well are leaders and governors preparing for the future leadership of church schools?
 - e. How effective is the partnership between the school, the church and the wider community, including the parents?

Outstanding Criteria

Evaluation Question	Outstanding Criteria
How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?	<p>All stakeholders identify how well Christian values have an impact on the whole curriculum.</p> <p>They describe the impact of these on their own and others' motivation, self image, understanding, achievement and behaviour.</p>
How well does the Christian character support the SMSC development of all learners whether they are Christian, of other faiths or of none?	Across the whole curriculum Christian values consistently encourage, nourish and challenge the SMSC development of all learners
How well does the Christian character of the school prepare learners to become responsible citizens?	The Christian character of the school has a major impact on the learners' understanding of their role in local, national and global communities.
How well do Christian values motivate the relationships between all members of the school community?	<p>All stakeholders relate well to others and work cooperatively, relating their behaviour to Christian values.</p> <p>Conflict and complaints are consistently resolved speedily, compassionately and in a spirit of reconciliation and justice.</p>
How well is the spiritual development of learners enhanced by the school environment?	The school environment makes a major contribution to the spiritual development of all learners.
How positive are learners' attitudes to collective worship?	<p>Learners are always engaged during worship. They enjoy the worship and express enthusiasm for it.</p> <p>Learners frequently lead significant aspects of worship.</p>
To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?	<p>All members of the school community, regardless of background, feel included and affirmed by worship.</p> <p>Worship inspires the thinking and day to day actions of the whole school community.</p>
How well does collective worship develop learners' understanding of Anglican & Catholic traditions and practice?	Learners experience and are familiar with a range of Anglican & Catholic tradition and practice.
How effectively is the importance of worship demonstrated in the life of the school?	<p>The planning of collective worship is always thorough and creative, involving a wide variety of stakeholders.</p> <p>A formal system of evaluation is in place which shapes future planning and leads to improvement.</p>
How high are standards and how well do all learners achieve in RE?	Learners make outstanding progress across each key stage.
How effective are learning and teaching in RE?	<p>Full and consistent use is made of assessment data to inform teaching and learning. A wide range of learning strategies appropriate to learners' needs and subject content is evident.</p> <p>Learners are always reflective, understanding how they</p>

To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?	Learners express enthusiasm about RE and reflect on their learning to develop understanding of their own experience and beliefs.
How well does RE contribute to the spiritual and moral development of all learners?	Learners are confident in their spiritual and moral awareness through reflection on their experiences in RE. Learners have an enthusiasm to explore openly and with respect their beliefs and those of others.
To what extent does RE promote the distinctive Christian character of the school?	The relevance of religion and faith informs planning across most areas of the curriculum. Learners have an effective understanding of Christian faith and practice.
To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?	Learners and adults celebrate religious and cultural diversity in school, locally, nationally and globally.
How effectively is the importance of RE demonstrated in the life of the school?	Standards in RE are above standards in other core subjects. Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to outstanding learning.
How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?	School leaders and governors have a clear vision of how distinctive Christian values are central to every aspect of the school's life. All stakeholders are engaged in regular reviews of the school's Christian values.
How well is this vision understood by all stakeholders?	Learners and adults readily articulate how the school's Christian values enrich attitudes and behaviours throughout the school and community.
How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	Leaders and governors ensure that all stakeholders are engaged in robust self-evaluation that drives development planning. Issues identified by stakeholders are consistently addressed.
How well are leaders and governors preparing for the future leadership of Church schools?	Through succession planning the school has a clear understanding of future development needs of the school and of church school education more widely. All staff and governors benefit from personal, spiritual and professional development.
How effective is the partnership between the school, the church and the wider community, including the parents?	There is strong mutual support between the school and partners in the local church, local faith communities, the diocese and the world wide church. There are strong partnerships with parents and the local community