



Beamont Collegiate Academy

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP POLICY

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Signature of Chair to the Curriculum & Learning Committee	G Porter
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1. Introduction

- 1.1 The most recent legal statement of the requirements for collective worship in maintained schools (as distinct from assembly) are contained in the School Standards and Framework Act 1998. Section 70 of the 1998 Act states that, subject to the parental right of excusal or other special arrangements, 'Each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship.' Collective worship is also required in Academies, not through primary legislation, but by virtue of the funding agreements, and the collective worship must be of a 'broadly Christian nature'.
- 1.2 Schedule 20 to the 1998 Act gives more detailed information on the worship requirements. It notes the different practical arrangements that are allowed: "a single act of worship for all pupils or separate acts of worship for pupils in different age groups or in different school groups." A "school group" is defined as "any group in which pupils are taught or take part in other school activities"
- 1.3 In April 2010 the government released non-statutory guidance for independent schools on improving the spiritual, moral, social and cultural (SMSC) development of their pupils. As an independent school, Beamont Collegiate Academy will follow this guidance and ensure the collective worship we organise reflects the guidance
- 1.4 There are five parts to the SMSC regulations, which are shown below;
 - 2a - Enable pupils to develop their self-knowledge, self-esteem and self confidence
 - 2b - Enable pupils to distinguish right from wrong and to respect the law
 - 2c - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
 - 2d - Provide pupils with a broad general knowledge of public institutions and services in England
 - 2e - Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- 1.5 The five regulations need to be viewed in a holistic way and many of the areas covered are also covered in pupils' Personal, Health, Social and Economic Education and Citizenship. (Please see the relevant Beamont Collegiate Academy policies for more details)
- 1.6 This policy will look at each regulation and say how the staff and pupils will respond to it.

- 1.7 The Principal has responsibility for the implementation of this policy and ensuring all staff are aware of its contents.

2. Religious Education

- 2.1 Religious education is a statutory subject that all schools must teach in the UK. The legal requirements for teaching religious education (RE) were set out in the Education Reform Act 1988 and confirmed by the Education Acts of 1996 and 1998.
- 2.2 Children may be withdrawn from R.E. lessons at the wish of their parents. The designated member of the Leadership team will ensure that suitable provision is made for such pupils.
- 2.3 All pupils, regardless of academic ability, age, gender and ethnic origin will have access to a wide range of appropriate activities to support their understanding of R.E.
- 2.4 At each Key Stage, the RE teacher will draw from other religions as appropriate to acknowledge and celebrate the religious beliefs of the children within each class.

3. SMSC regulation 2a 'Enable pupils to develop their self-knowledge, self-esteem and self-confidence'

- 3.1 At Beamont Collegiate Academy we understand that schools play a very influential part in the personal development of their pupils, and it is important that they do this in a manner that is beneficial to them.
- 3.2 A climate or ethos will be developed in the Academy within which all pupils can grow and flourish, respect others and be respected.
- 3.3 This regulation aims to ensure that schools and academies do all they can to help their pupils develop into self-assured, confident, happy, positive young people who are developing their self-knowledge.

4. Desired outcomes from regulation 2a

- 4.1 The list below describes the kinds of behaviour/abilities/understanding that will be expected in pupils as a result of schools and academies meeting this regulation.
- 4.2 Pupils will develop respect for themselves and for others and have awareness of their own and others' beliefs, feelings, and values.
- 4.3 They will develop a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.

- 4.3 They will have the ability to articulate their feelings and justify them through discussion, debate, and presentations to others and show a readiness to question things that could limit their self-knowledge, self-esteem, and self confidence e.g. lack of aspiration, discrimination (such as sexism, racism, etc), injustice and bullying.
- 4.4 Pupils will acquire the skills to be self-reliant and work independently or in a team and show a readiness to take on responsibility for their own actions;
- 4.5 They should value a non-material dimension to life and consider the questions at the heart of existence (such as who am I, where am I going?) with an appreciation of the intangible e.g. beauty, truth, love, goodness, order, mystery, paradox, and ambiguity.
- 4.6 They should have an increasing ability to reflect and to learn from this reflection.

5. Actions to promote the aims of 2a

- 5.1 Beamont Collegiate Academy will take actions to promote this aim and will promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas, and concerns.
- 5.2 Staff will act as role models of the values desired in pupils and enable every young person to reach their potential regardless of gender, race, disability, or other equalities issues.
- 5.3 They will help pupils to be aware of their potential and support them to achieve it.
- 5.4 Where pupils already have religious or non religious beliefs they will be supported and encouraged in these beliefs in ways which are personal and relevant to them.
- 5.5 Staff will provide opportunities for spiritual development through learning outside the classroom, for example drama, music, art, visits to museums, historic buildings and encourage pupils to explore and critically analyse what interests and inspires themselves and others.
- 5.6 They will encourage pupils to reflect and learn from reflection.
- 5.7 Staff will also encourage individual endeavour and celebrate achievement and success, both within and outside the classroom, such as through drama, sports, music and outdoor pursuits and encourage pupils to work and co-operate as part of a team.

5.8 Staff will also provide opportunities for pupils to develop leadership skills and challenge so they can take care of themselves and others, and develop self-reliance.

6. SMSC regulation 2b 'Enable pupils to distinguish right from wrong and to respect the law'

6.1 This regulation highlights the development of pupils' values and their understanding of society's agreed values and the law of the land. Young people observing how Academy members of staff act towards each other will have an impact on their own code of values.

7. Desired outcomes from regulation 2b

7.1 The Academy wants to see pupils have an understanding of and respect for the laws of the land with the ability to distinguish right from wrong, based on a knowledge of their own values, those widely held by society, and the laws of the land

7.2 Pupils will have an understanding that 'society' is held together by a communal understanding of right and wrong, which may change over time and develop the ability to think through the consequences of their own and others' actions, and the confidence to act consistently in accordance with agreed principles, and especially to understand the impact that their own actions can have on others.

7.3 They will have respect for others' needs, interests and feelings, as well as their own, and a desire to explore these and the ability to make responsible and reasoned judgements on dilemmas of right and wrong.

7.4 Pupils will show willingness and confidence to express their views on ethical issues and personal values and an ability to respond appropriately to the immoral and the illegal

7.5 They will have an understanding of the need to review and reassess their values, codes and principles in the light of experience.

8. Actions to promote the aims of 2b

8.1 To promote this aim the Academy will teach pupils how today's legal system has evolved and why it is important, and help them understand the law and the importance of abiding by it.

- 8.2 We will provide a clear framework of values and behaviours which is promoted consistently through all aspects of the Academy, with staff as role models (for further details please see the Academy's Behaviour Policy).
- 8.3 We will inform parents of our ethos and procedures so that what is learnt at school can be supported at home and give pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities
- 8.4 We will reward good insight and behaviour.
- 8.5 The staff will teach pupils about citizenship, and the importance of being a good citizen, discussing in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society and themselves.
- 8.6 They will provide models of virtue through literature, humanities, sciences, arts, assemblies, relevant role models, and acts of worship and reinforce the importance of a cohesive, harmonious, law abiding society.
- 8.7 All staff will address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria, and promote racial and other forms of equality.
- 9. SMSC regulation 2c 'Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life'**
- 9.1 Beamont Collegiate Academy can help pupils to understand how to be responsible for their behaviour as well as encouraging the pupils to show initiative. We can also create a real sense of community belonging in the pupils, by creating a strong Academy community and through work with other communities. Developing pupils' contribution to community life should also help to promote community cohesion.
- 10. Desired outcomes for regulation 2c**
- 10.1 Pupils will show respect for people, living things, property and the environment and work effectively and respectfully with other pupils.
- 10.2 They will share their own views and opinions with others, and work towards understanding and cohesion and participate in activities relevant to the communities they belong to.
- 10.3 They will take part in democratic processes available to them, for example, voting or running for a pupil council and adjust to a range of social contexts by appropriate and sensitive behaviour.

- 10.4 They will develop the ability to live alongside those from different cultures and beliefs and appreciate the rights and responsibilities of individuals within the wider social setting.
- 10.5 They will reflect on their own contribution to society and understand how societies function and are organised in structures such as the family, the Academy and local and wider communities.
- 10.6 Pupils will understand the notion of interdependence in an increasingly complex society, and also understand that communities and societies function at a variety of levels. They will know about different sections of society and other people less fortunate than themselves, and what they can do to help.

11. Actions to promote the aims of 2c

- 11.1 The Academy will foster a sense of community, with common and inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religious or non-religious beliefs, can flourish.
- 11.2 Staff will encourage pupils to work co-operatively and provide positive group activities, for example, through assemblies, team activities, residential experiences, drama and music productions.
- 11.3 They will encourage pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour and provide opportunities for partnership work to give pupils the chance to mix with pupils from different areas/cultures/faith.
- 11.4 Staff will help pupils to develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for difference and sound moral principles.
- 11.5 They will provide opportunities for participating in different communities i.e. religious, cultural, local and global and for pupils to exercise leadership and responsibility.
- 11.6 The Academy will ensure that through lessons and other formal and informal settings, opportunities are provided for pupils to demonstrate initiative, develop their interests and organise activities for themselves and others.

12. SMSC regulation 2d 'Provide pupils with a broad general knowledge of public institutions and services in England'

- 12.1 By meeting this regulation, the Academy will ensure that pupils are knowledgeable about the public institutions and services in England, enabling them to understand the support these offer and how they can be accessed.

13. Desired outcomes for regulation 2d

- 12.1 The pupils will have a thorough understanding of British public institutions and services along with knowledge of how to use them and willingness to do so and understand what the public institutions and services do for people throughout the country.
- 13.2 They will take part in democratic processes, for example, voting for or joining a pupil council and understand how citizens can express their views through the democratic process so they can influence decision makers.
- 13.3 Pupils will appreciate the rights and responsibilities of individuals within the wider social setting and understand the strengths and advantages of democracy and how democracy works in the context of Britain and Europe in contrast to other forms of government.

14. Actions to promote the aims of regulation 2d

- 14.1 The Academy will teach pupils about democracy and citizenship, and the importance of being a good citizen and ensure that all pupils within the Academy have a voice that is listened to.
- 14.2 Staff will ensure that pupils are aware of their rights and the rights of others as human beings and teach pupils about what public institutions and services are available, what they are for, and how they are funded.
- 14.3 They will provide positive and effective links with the world of work (for example, shadowing, work experience, and visits from professionals) and the wider community (for example off site visits, including to public institutions and taking part in community events).
- 14.4 They will provide opportunities for pupils to learn about and engage in local and national democratic processes, including having democratic processes within the Academy such as a pupil council whose members are voted for by the pupils.

15. SMSC regulation 2e 'Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions'

- 15.1 In the increasingly diverse UK society, young people growing up today are more likely to come into contact at some point in their lives with people from different cultures and faiths. It is important for schools and academies to ensure pupils are

ready for such interaction, as they may not come across different cultures at home or at school.

- 15.2 By meeting this regulation, we will ensure that pupils are encouraged and enabled to interact with people of other cultures in a positive way, thus promoting community cohesion.

16. Desired outcomes for regulation 2e

- 16.1 Pupils will develop an ability to recognise and understand their own cultural principles and values, and the dynamic and developmental nature of these.
- 16.2 They will develop an understanding of the influences which have shaped their own cultural heritage and the ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, to challenge racism, and to value race equality
- 16.3 They will show tolerance of people with different cultural, religious, and non-religious beliefs and have the ability to interact positively with people of different cultural, religious, and non-religious beliefs.

17. Actions to promote the aims of regulation 2e

- 17.1 The Academy will provide opportunities for pupils to explore their own cultural assumptions and values and for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance.
- 17.2 Staff will provide opportunities for pupils to mix with young people from other cultures, for example through school/academy linking programmes and give them the opportunity to explore different values, beliefs, and cultures through a variety of approaches, including discussion and debate, in order to gain understanding.
- 17.3 They will present authentic accounts of the attitudes, values and traditions of diverse cultures and develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits.
- 17.4 The Academy will develop opportunities for pupils to extend their cultural development across the curriculum, particularly developing an understanding of the cultures of the UK.

18. Monitoring and Review

- 18.1 The Head of RE will review this policy at least annually and more often when legislation and guidance changes.

- 8.2 Its implementation and effectiveness will be monitored by the Head of RE and the designated member of the Leadership Team.
- 8.3 The policy will be promoted and implemented throughout the Academy.