

**Plymouth
School of
Creative Arts**

make
discover
perform

RE and Collective Worship Policy

Date created: 06/02/2013	Created by: M. Sweeney,	Review period: Bi annually
Reviewed: 28/02/2017	By D Strudwick and R Rkaina	Next Review Due: Mar 2019

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1. Introduction

1.1 The Funding Agreement for an Academy without a religious designation states that it must arrange for RE to be given to all pupils in accordance with the requirements for agreed syllabuses that are set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998.

1.2 PSCA as an academy has a responsibility to provide RE and collective worship

1.3 This area connects to the schools approach to SMSC.

1.4 The areas above should be viewed in a holistic way and many of the areas covered are also covered in the students' Personal, Health, Social and Education (including Citizenship). (Please see the relevant PSCA policies for more details)

1.5 This policy will look at how the staff and students will respond to the above context.

1.8 The Headteacher 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2.2 Children may be withdrawn from R.E. lessons at the wish of their parents.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 Phase Leader will ensure that suitable provision is made for such pupils.

2.3 The R.E. lead/coordinator and the appointed Governor for RE will liaise to discuss various aspects of R.E. to ensure an effective line of communication between the co-ordinator and the governing body.

2.4 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.

2.5 At each Key Stage, the timetabled R.E. staff/other teachers will draw from other religions as appropriate to acknowledge and celebrate the religious beliefs of the children within the class.

3. Religious Education Actions

To achieve the following areas in relation to our curriculum experience and SMSC we will -

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- Enable all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- Ensure children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- Encourage children to develop a sense of awe and wonder about the world around them.
- Help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- Support pupils spiritual, moral, social and cultural development by encouraging self awareness, self respect, cultural diversity and community cohesion
- Help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.
- Develop knowledge and understanding of Christian and other major religions in Britain as a whole and in the local community.
- Enable students to develop their self-knowledge, self-esteem and self confidence
- Enable students to distinguish right from wrong and to respect the law
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- Provide students with a broad general knowledge of public institutions and services in England
- Assist students 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.
- Connect the inquiry of projects to British Values

We will therefore:

3.1 Promote teaching styles which value students' questions and give them space for their own thoughts, ideas, and concerns.

3.2 Staff will act as role models of the values desired in students and enable every young person to reach their potential regardless of gender, religion, race, disability, or other equalities issues.

3.3 Where students 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.

3.4 Staff will provide opportunities for spiritual development through learning outside the classroom, for example drama, music, art, visits to museums, historic buildings and encourage students to explore and critically analyse what interests and inspires themselves and others.

3.5 We will encourage students to reflect and learn from reflection.

3.6 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

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encourage students to work and cooperate as part of a team. This dovetails with the creative ethos enshrined within PSCA.

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

3.8 To promote the wider aspects of PSHE and citizenship (and being a good citizen) through collective worship and where appropriate RE

3.9 We will provide a clear framework of values and behaviours which is promoted consistently through all aspects of the school, with staff as role models (**for further details please see the school's Behaviour policy**). Students will discuss in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society and themselves.

3.10 We will inform parents of school ethos and procedures so that what is learnt at school can be supported at home and give students opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities

3.11 We will teach about British Values and the importance of values linked to our behaviour and our sense of society

3.12 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 through images, posters, classroom displays and exhibitions.

3.13 This should link to the schools approach to Equality – see <http://plymouthschoolofcreativearts.co.uk/equality/>

3.14 They will encourage students 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 students the chance to mix with students from different areas/cultures/faith.

3.15 Staff will help students to develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for difference and sound moral principles. We will make connections to the relevant communities enabling students to exercise leadership and responsibility.

3.16 The school will provide opportunities for students to explore their own cultural assumptions and values and for students to participate in literature, drama, music, art, crafts and other cultural events and encourage students to reflect on their significance. This is a significant part of our overarching creative approach to learning at PSCA.

3.17 Staff will provide opportunities for students to mix with young people from other cultures, for example through school 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.

3.18 They will present authentic accounts of the attitudes, values and traditions of diverse cultures and develop partnerships with outside agencies and individuals to extend students' cultural

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awareness, for example, theatre, museum, concert and gallery visits, resident artists and foreign exchanges.

4. Religious Education and SMSC Outcomes

We recognise that that RE is a distinctive but core part of the curriculum. As a school we will recognise students Knowledge, Skills and Understanding. How this translates into behaviours, self confidence and community spirit. Students will be able to recognise right from wrong and to understand and respect the law, society and a variety of institutions.

In our school we will recognise and value intrinsic motivation in relation to personal responsibility.

We want students to value their culture and traditions whilst appreciating and respecting other people's.

5. Monitoring and Review

5.1 The R.E. lead/coordinator in each Phase will review this policy at least annually and more often when legislation and guidance changes.

5.2 A yearly SMSC review will take place lead by the Headteacher and supported by the Phase Leads

5.3 Its implementation and effectiveness will be monitored by the Deputy Headteacher.

5.4 The policy will be promoted and implemented throughout the school.

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