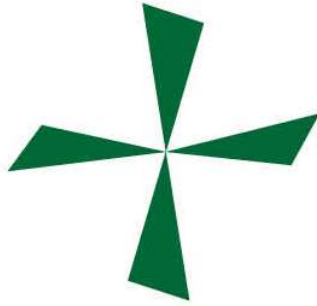




**St Alfege
with St Peter's**
Church of England Primary School

St Alfege with St Peter's C of E Primary School

ETHOS POLICIES

Introduction

We have created a suite of policies which describe in detail how we live out our Mission Statement resulting in our strong Christian ethos which permeates every aspect of our day to day practice. The Mission Statement was written by a working party of staff and governors who brought together ideas our community's core values through a series of workshops with staff, our pupil faith teams, governors and consultation with parents.

At St Alfege, R.E is a core subject and pupils acquire profound understanding of Christianity while gaining a mature perspective on other major faiths.

Our pupils' understanding of Christian beliefs is significantly enhanced by adept comparison with that of other faiths as innovative use is made of the locally agreed and Diocesan schemes of study.

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RELIGIOUS EDUCATION POLICY

Reviewed: September 2024
Next Review Date: September 2025
Custodian: Governing Body/Learning & Achievement Committee

Signed by the Chair of Governors:	
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Introduction

St Alfege with St Peter's pupils and their families can expect a high quality Religious Education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Following the Southwark Diocese Board of Education (SDBE) scheme of work we learn about other religions and world views, fostering respect for them. The use of a range of learning approaches promotes engagement with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith
- Show an informed and respectful attitude to religions and world views in their search for God and meaning
- Engage in meaningful and informed dialogue with those of other faiths and none

- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves by:

- Listening to the teacher and each other
- Reading of texts
- Seeking information for themselves in libraries and on computers
- Discussion with the teacher and other pupils.
- Engaging in an enquiry based style of learning
- Pair and group work
- Using a range of media such as artefacts, pictures, photographs, music and drama
- Visits and visitors
- Artwork
- Outdoor learning
- Reflection

Differentiation and Special Educational Needs

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Breadth and balance

Although work on Christianity will predominate, there will be in-depth work on the major world religions of Judaism, Islam, Buddhism, Sikhism, and Hinduism and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through enquiry and by posing challenging and thought-provoking questions to and by pupils.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education will:

- Be directly related to the expectations of the SDBE scheme of work
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
(Statement of Entitlement June 2016 The Church of England Education Office)
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise with the HT, DHT and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Legal Requirements

Since the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

COLLECTIVE WORSHIP POLICY

Reviewed: September 2024
Next Review Date: September 2025
Custodian: Governing Body/Learning & Achievement Committee

Signed by the Chair of Governors:	
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Jesus said, "When two or three are gathered in my name, I shall be there with them".
(Matthew 18. v20)

AIMS: The act of Collective Worship is an opportunity for the whole school community to gather together for the purpose of experiencing a spiritual act, to grow and reflect in a spiritual context, to sense the presence of God, to pray to God and to listen to spiritual readings.

During the period that the school is operating in line with Covid-19 Government Guidelines, it is not possible for the whole school to meeting on one place for the act of Collective Worship.

At various times, the act of Collective Worship will provide opportunities to:

- Celebrate the uniqueness and the achievement of each individual learner, the achievement of groups of learners, and the achievement of the whole school community
- Allow communication with God through prayer, readings, listening, saying sorry, asking, telling, experiencing silence, dance and drama
- Include the presence of God into every school day
- Increase an awareness of the diversity of God
- Widen the learners experience of the ways of praying to and communicating with God
- Increase knowledge and awareness of God and of his world
- Develop a sense of community within the school

TIME/PLACE:

The act of Collective Worship takes place from 9:15am and lasts for 15 minutes.

Monday: Whole school led by the Headteacher

Tuesday: Whole school singing

Wednesday: Whole school led by a member of St Alfege Clergy

Thursday: In class topical focus led by class teacher

Friday: Celebration assembly led by class teachers/support staff.

EXPECTATIONS:

In order to worship together as a school community, all class-based staff are expected to attend Collective Worship.

To reflect the ethos of the spirituality of the act of worship staff and children are expected to be seated and ready to engage in the act of worship. Appropriate music is played to facilitate this calm and respectful atmosphere.

The language used in the act of Collective Worship is inclusive and can be understood by all learners, as far as possible.

Images that encourage the sensory perceptions of God and of prayer, through sign, smell, touch, feeling and hearing, are used and encouraged.

There should be some aspects of the following in all acts of Collective Worship;

- **Focus:** The focus of the act of Collective Worship is usually a table at the front of the hall or the prayer corner in the classroom on/at which is displayed appropriate Christian symbols such as a cross, candles and a copy of The Bible.
- **Knowledge:** Knowledge about the Teaching of Jesus, the Christian way of life and the Awe and Wonder of our world can be imparted by stories, drama, personal witness, visual methods, other sensory tools, etc.
- **Prayer:** This can take several forms, including silent reflection, responses, inviting learners or other members of the school community to initiate spontaneous prayer, reciting known prayers, sharing prayers from other faiths.

LINKS WITH THE RELIGIOUS EDUCATION AND SPIRITUAL DEVELOPMENT

The themes of the act of Collective Worship follow the school values and liturgical themes throughout the year. In the event of an exceptional circumstance, such as a major disaster, a death, a particular reason for celebration, this may become the theme for one or several acts of Collective Worship,

INCLUSION

All learners and other member of the school community are invited to participate in the act of Collective Worship regardless of race, gender, ability faith, sexual orientation or status.

The parent's right of withdrawal, as expressed in the 1988 Education Reform Act 6(1) and 9(3) is respected, namely

"All pupils in attendance at a mainstream school shall on each school day take part in an act of Collective Worship unless the parent . . . request that s/he may be wholly or partly excused from attendance at religious worship in the school."

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Reviewed: September 2024
Next Review Date: September 2025
Custodian: Governing Body/Learning & Achievement Committee

Signed by the Chair of Governors:	
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St Alfege with St Peter's C of E Primary School recognises that the personal development of pupils, spiritually, morally, socially and culturally, (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, 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 the cultures.

AIMS AND EXPECTATIONS

In providing the SMSC development of pupils we aim to:

- Ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- Have an understanding that the SMSC development of pupils will make an active contribution towards the school's Christian character and its Church of England foundations.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

GUIDELINES

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

Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in RE and Collective Worship, but the integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing (Christian) love and respect for pupils and their families. The school community will be a place where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School

and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Reflect on, consider and celebrate the wonders and mysteries of life.
- Consider how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Engage in issues of truth, justice and trust.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Form and maintain worthwhile and satisfying relationships.
- Learn about service in the school and wider community.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop cultural understanding through encounters with people, literature, the creative and expressive arts, and resources from different cultures.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Class discussions and circle time will also give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans and teaching and learning, by the RE leader /Senior Leadership/Headteacher/Governors.
- Regular discussion at staff and governors' meetings
- Reviews of policies and Schemes of Work by leaders and the Governors Faith Committee.
- Sharing of classroom work and practice.
- Regular inclusion on School Development Plan.
- Pupil Interview.

Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values expressed in the Mission Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us.

BRITISH VALUES

Reviewed: September 2024
Next Review Date: September 2025
Custodian: Governing Body/Learning & Achievement Committee

Signed by the Chair of Governors:



BRITISH VALUES

Within our school, we promote the fundamental British values (as defined by the DfE). These are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We do this within the context of our Christian values, our school vision and our aim to develop the whole child and their character including their spiritual, moral, social and cultural development.

These values sit alongside our Equality information and objectives policy.

British values can be summed up in the New Commandment Jesus gives His disciples: **“My command is this: Love each other as I have loved you.” John 15:12**

Democracy

‘Now I appeal to you, brothers and sisters, by the name of our Lord Jesus Christ, that all of you be in agreement and that there be no divisions among you, but that you be united in the same mind and the same purpose.’ 1 Corinthians 1:10

Vision: God gave humanity free-will and responsibility to safeguard and nurture the world around us. We joyfully encourage communication and problem-solving skills in order for our children, young people and staff can work together to benefit the school.

In our school, democracy is taught explicitly during collective worship and class-based PSHE sessions.

We have a School Council made up of two representatives from each KS2, who are voted in each year by their peers. Pupils take part in election processes to select representatives for the School Council. Those on the School Council are given the opportunity to share pupils’ views with the school leadership team and the governors. They are also involved in decision making in the school through a democratic process, gaining an understanding that a place on the school council comes with the responsibility of representing their peers’ needs and interests and not just their own.

We also have a Faith family which comprises of pupils from different faiths who support the evaluation and delivery of collective worship, the upkeep of reflection areas within classes and the pupil voice regarding faith topics within our School.

The Rule of Law

*‘And this is love, that we walk according to Jesus’ commandments; this is the commandment just as you have heard it from the beginning—you must walk in it.’
2 John 1:6*

Vision: Jesus did not come to abolish the law but to fulfil it. We are called to live abundant lives with the values Jesus shows us in the Gospels including loving and valuing others and promoting good, safe communities that protect all people.

At St Alfege, we consistently reinforce the importance of laws and rules - be they in the class, the school, or the country as a whole. Pupils are taught the value and reasons behind rules and laws - that they govern and protect us. They learn the responsibilities that this involves and the consequences when rules and laws are broken. Pupils are taught from an early age that the rules of the school, are core to our behaviour expectations throughout the school. Pupils are also taught the importance of following rules such as safety guidelines in lessons or on school trips and the reason why these rules are important in our school community. These values are encouraged through visits from authorities such as the Community Police and Fire Service and to help reinforce this message.

Individual Liberty

'For you were called to freedom, brothers and sisters; only do not use your freedom as an opportunity for self-indulgence, but through love serve one another.' Galatians 5:13

Vision: We are all called to follow Christ in our thoughts, words and actions. We are offered forgiveness when we do not follow His ways and we are each to grow in faith as we live our lives.

As a school, we educate our pupils to make informed choices in a safe environment, providing agreed boundaries to ensure that pupils are able to appreciate that freedom also requires care and acknowledgment of others.

Pupils are aware of their rights, responsibilities and personal freedoms and are actively encouraged to exercise these safely.

For example our E-Safety and PSHE lessons provide teaching in online safety and responsibility alongside safe use policies. Our PSHE lessons also encourage our pupils to engage in social action and to be courageous advocates for change in their local, national and global communities.

Students support fundraising for a wide range of local, national and international organisations eg. Children in need, Comic Relief, Christian aid and Save the Children. We cultivate an atmosphere in which children can make choices about their school life in a supportive environment.

Mutual Respect

'All are one in Christ Jesus' Galatians 3:28b

Vision: Through the Gospels and Paul's letters to the Early Churches, we see examples of all people being encouraged and given a sense of belonging and value regardless of their circumstances. As a school community, we aspire to create a fellowship of students and staff that respects all people.

Mutual respect is central to our values. Everyone should be respectful, responsible and safe. Children learn that their behaviours have an effect on their own rights and those of others, particularly through processes such as restorative justice.

All members of the school community are expected and encouraged to treat each other with respect. When a child does well, their achievement is celebrated – for instance, through the use of DOJO's and certificates given in celebration collective worship.

The ethos of our school is based on the Christian teaching of: *"Do unto others as you would have them do unto you," (Luke 6:31)* reinforcing an understanding of mutual respect and courtesy to all pupils and staff in our school community.

We all follow the shared values of: Friendship, Honesty, Love, Resilience, Forgiveness, Understanding, Wisdom, Enthusiasm, Respect, Sharing and Humility.

Tolerance of those of different faiths and beliefs

'I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another.' John 13:34

Vision: Just as Jesus celebrated with different people, healed all people and sent His disciples into all the world, so we want to experience and celebrate all that God's world can offer us. Through this we learn and grow together.

Our school is diverse and we actively promote diversity through our celebrations of different faiths and cultures.

Our Religious Education curriculum and lessons and PSHE lessons support this value.

This includes the work of our Faith Family which comprise pupils from different faiths who support the evaluation and delivery of collective worship, the upkeep of reflection areas within classes and the pupil voice regarding faith topics within our School.

Pupils and students visit places of worship that are important to different faiths and use real artefacts and good quality resources to add value to learning.

Members from our wider community of different faiths and religions are encouraged to share their knowledge and practices, enabling every pupil to extend their learning of various religions and faiths within classes and the Federation.