



COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

The Academy will comply with the 1988 Education Reform Act and its antecedents as they relate to collective worship and religious education, as amplified in Circular 1/94 and in "Religious Education in English Schools: Non-statutory guidance", January 2010.

Aims of Collective worship and Religious Education

- to develop a sense of enquiry and to encourage a search for human meaning
- to foster a sense of joy, awe and wonder in creation
- to consider social and moral issues and celebrate the richness of Christianity, other world faiths and beliefs
- to develop an awareness of the sacred and to deepen students' understanding of religious beliefs and practices
- to promote community coherence, encouraging and recognising contributions to the Academy, local, national and global community.
- to encourage an awareness of and a compassion for the needs of others in the wider communities to which we belong.

Principles

Collective worship and Religious Education will:

- be designed to include all students, whatever their background or beliefs.
- be designed to involve students and elicit personal and sometimes collective responses
- be memorable and enjoyable
- create a sense of occasion, planned but yet sufficiently flexible as to accommodate the unexpected.

COLLECTIVE WORSHIP

This Academy recognises the right of individuals, whether students* or teachers, not to participate in acts of collective worship. Nevertheless it hopes that all will feel able to share in this aspect of its life and will seek to encourage/facilitate such involvement.

Organisation

- The Principal will carry overall responsibility for the daily acts of collective worship
- The staff of the Academy will be invited to join in planning materials and in planning and leading assemblies
- The requirements of the Act(s) will be met through
 - A daily time of reflection in tutor periods when no assembly is planned for that group
 - Year Assemblies
 - Principal's Assemblies

- A programme of weekly themes will be published for all staff, who are free to substitute relevant issues or material which they deem to meet the needs of their group.

RELIGIOUS EDUCATION

Religion and beliefs inform our values and are reflected in what we say and how we behave. CHSL believes Religious Education is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. In addition, Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop students' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

Religious Education also contributes to students' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.

Religious Education also makes important contributions to other parts of the curriculum such as EFL, Geography and History, education for sustainable development. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

In summary, Religious Education at CHSL will be delivered in such a way as to:

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It will develop students' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage students to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This will also build resilience to anti-democratic or extremist narratives
- **enable students to build their sense of identity and belonging**, which will help them flourish within their communities and as citizens in a diverse society
- **encourage students to develop respect for others**, including people with different faiths and beliefs, and help to challenge prejudice
- **prompt students to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It will encourage empathy, generosity and compassion.

The Academy recognises the right of individual students* not to attend Religious Studies lessons. Nevertheless it hopes that all will feel able to share in this aspect of its life and will seek to encourage/facilitate such involvement.

The right of teachers not to teach Religious Studies is also recognised. Exercise of this right will not be prejudicial to their careers.

Organisation

- Religious Studies will be taught to all students^φ as a separate subject in Years 7-9.
- At Key Stage 4, Religious Studies will be offered as a GCSE course to all students.
- In addition, all students will follow the Academy's KS4 RS curriculum within their EFL lessons, through study of units developed to ensure coverage of the required RS curriculum.
- Syllabuses for all compulsory courses in Religious Studies will take cognizance of the Cheshire West & Cheshire (LA) Agreed Syllabus.

NOTES

1. The general ethos of the Academy shall support and in no way contradict the tenets set out in this policy
2. * Although this policy refers to the rights of students, it is recognised that the right to withdraw children from some or all of the activities which take place under this policy lies with parents.
3. ^φ The term 'all students' means all those whose parents do not expressly request in writing that their child does not participate.

Approved by Governors Student Progress & Achievement Committee: 6th February 2018

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This document is part of the group which includes the Global Dimension Policy.