



Anchored in Christ

Christian Ethos (RE & Collective Worship) Policy

Approved by Governor Committee:

N/A

Date to be reviewed:

February 2020

Responsibility of:

Assistant Principal with responsibility for Christian Ethos; Chaplain

Date ratified by Governing Board:

26th March 2015

1. Funding Agreement Requirements

The requirements for academies to provide Religious Education and Collective Worship are specified in clauses 22 to 25 of the Funding Agreement.

These require the Academy to:

1. make provision for the teaching of Religious Education and for a daily act of Collective Worship
2. arrange for all students to take part in a daily act of Collective Worship of a broadly Christian character
3. recognise that parents will have the right to withdraw their children from Religious Education and Collective Worship
4. recognise that teachers have the right not to take part in Religious Education and Collective Worship
5. ensure that it is the Principal's responsibility to put the above provisions into effect

The DfES arrangements for academies states that the content of Religious Education and Collective Worship will be for the Academy to determine. In the case of the Chelsea Academy, the content will be within the guidelines of the London Diocese. Acts of Collective Worship will be in accordance with the faith and principles of the Church of England.

2.0 A Framework Policy for Religious Education and Collective Worship

2.1 The Vision, Mission, Values and Principles of the Chelsea Academy

The Vision, Mission, Values and Principles of the Chelsea Academy set the expectations and tone within which all policies will be set; they give a particular sense of purpose and direction to all of the Academy's work. This framework policy is prepared within that context.

2.2 A Christian Vision for the Academy

Christian values and beliefs will underpin the ethos of the Academy as they do in other Church of England Schools within the Diocese. Central to this vision is a belief in a loving God, Father, Son and Holy Spirit who creates and sustains the Universe and whose loving purposes are extended to all of humanity and creation. The education and growth of the whole person – spiritually, morally, intellectually, socially and physically – flows out of that understanding.

The Academy will admit local children and young people both from families who are practising Christians, and from families of different backgrounds, who want an education informed by Christian values and beliefs.

The educational vision for the Academy will be closely allied to the Christian vision of learning and personal development. The religious education curriculum – and collective worship - will be stimulating and challenging for all students. The Christian approach to living and learning will naturally be prominent, but students will develop proper regard for other faiths and belief systems, by learning about them and by exploring and debating faith, beliefs and values

2.3 Mission

Our Mission is to create an inspirational community of learning and achievement that will make a positive contribution to community cohesion in Kensington and Chelsea. This learning community will be rooted in Christian values, providing outstanding educational opportunities and experiences that will enable all

students – regardless of age, ability and background to reach beyond themselves, bringing out the best in themselves and so making a difference to the world that they are part of and will shape.

2.4 Values and Principles relevant to this Framework Policy

- Everyone, whether student or staff, is created in the image of God and therefore of unique value and meaning;
- Because we are all part of an orderly and purposeful creation, our own lives are to be lived with purpose and a sense of service; the ultimate calling for all human beings is to love God and our neighbours as ourselves;
- Diversity is fundamental to the natural world and human society and will be embraced and welcomed by the Academy;
- The development of character – the spiritual and moral aspect of the person – is every bit as important as the development of mind and the gaining of qualifications;
- Human beings hold the earth in trust and must exploit the opportunities presented by science and technology with due regard for the natural world.
- Personally and corporately, the Academy will encourage creativity, sustainability, respect for the natural world and an understanding of our responsibilities as world citizens

The values and beliefs set out above will be embedded in the life of the Academy. They will help every student, on their journey into adulthood, to become capable of principled leadership, constructive team membership, to be successful in the world of work and to contribute to the life and well being of the communities in which they live.

3.0 Worship

Worship will be an integral part of the life of the Chelsea Academy. It will bring together the sacred and the secular, and be reflected in the proposed structure for support staff.

Under current proposals for the Chelsea Academy, the daily act of worship will be approached creatively, and inclusively to offer opportunities for giving praise and honour to God in a variety of groups and ways.

Students will have the opportunity to participate in collective worship in their tutorial groups or in their teaching groups. Using the latest technology of data projectors and CCTV, the whole community of the Chelsea Academy will have access to worship that can be pre-recorded to assure quality, maximise technology and minimise movement and disruption.

Students will be encouraged to lead, contribute to and participate in worship. The wider community will also be encouraged to act in partnership as a resource for worship with efforts being made to build upon developing relationships with clergy and Christian youth organisations, for example. The Chelsea Academy will also aim to provide Eucharistic worship in the Anglican tradition in the chapel, local churches and as a community of staff.

4.0 Personal spiritual growth

The Chelsea Academy will aim to allow its members time and space to explore their own beliefs, to reflect and consider spiritual and moral values and make their own responses. It also recognises those concepts, principles and behaviours that characterise the highest examples and achievement of the human spirit as worthy of celebration.

5.0 The curriculum for religious education

The aim of Religious Education is to explore the place and explicit significance of religion in human life, making a distinctive contribution to each student's search for a faith by which we live. It also contributes to students' wider development, spiritually, morally, culturally, and socially. All concerned will seek to ensure that it promotes understanding and respect and tolerance for those who follow other faiths.

RE will be taught in accordance with the Diocese of London's Agreed Syllabus. It is anticipated that all students will study RE and the Academy will promote GCSE RE for all at Key Stage 4.

6.0 Staffing

Strong Christian Leadership will provide a clear sense of direction for the Chelsea Academy and maintain a vision of a thriving school, including a care for the physical, spiritual and mental well being of all who live and work in the school.

In appointing staff to the Chelsea Academy, as sponsors we will be seeking those who demonstrate a commitment to and ability to contribute to an innovative and successful school. Staff will also be expected to support and respect the Christian values on which the Academy is based in their dealings with students and the way they conduct themselves. Whilst we will seek to appoint practising Christians to senior posts, others will not be excluded. We will welcome applications from those of all faiths and those of no faith for posts, provided they are comfortable with the Christian ethos of the Academy.

A Chaplain is likely to play a key role beyond that of overt worship life of the Academy. He/she will work closely with such colleagues as the SENCO, welfare and counselling and attendance officers in meeting the needs of the whole child. This holistic approach is central to the further development of rich home/school partnerships and the vibrant community links that are to be developed.

It is likely that the Chelsea Academy will be organised in sections, or schools, each under its own Assistant Principal or Director of Learning. Each section will have acts of worship that can affirm its identity and that of the Academy as a whole.

Sections of the Academy will be also brought together for worship led by members of the Senior Management Team.

7.0 Formulation and Review

This Framework Policy will be regularly reviewed and the outcome of that review will be reported to parents.