



St Mary Magdalene C of E School  
with  
Christ Church C of E Primary School

# ETHOS POLICIES

**“Do unto others, as you would have them do unto you.”**



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

## **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.

In the Koinonia Federation 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

## OUR MISSION STATEMENT



At Koinonia Federation schools, Religious Education (RE) is regarded as one of the core subjects we teach and plays a major role in shaping our school ethos where everyone is valued across our diverse community. Within the context of our church school RE plays an important role in our mission to foster and nurture the Christian faith and ethos of the Church of England. Not only does the teaching and learning in RE help pupils learn about and from Christ, but it also helps develop positive attitudes towards other people and the beliefs they hold.

### **AIMS**

We aim to give pupils a firm foundation of knowledge and understanding of Christianity while introducing them to other religions and those represented in the local community. Through our teaching and learning about RE we aim to help pupils:

- 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, as well as enhancing their moral, social and cultural development
- *Develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth*
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.

### **THE RE SYLLABUS AND SCHEME OF WORK**

At Koinonia Federation schools our Religious Education syllabus is based upon two documents:

- 1- SDBE- new Diocesan Syllabus for Religious Education for Primary (and follows their KS3 guidance for Secondary)
- 2- Greenwich New Agreed Syllabus- Windows on Faith.

Our scheme of work ensures there is coverage which is based on these two documents at the primary phase. Through the delivery of the half termly units from 'Windows on Faith' and the supplementary

Christian units from the SDBE syllabus pupils will acquire and apply knowledge and understanding of:

- Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.
- How these religions influence individuals, communities, society and the world.

The Foundation Stage will learn through generic topics such as: Right and Wrong, Self and Others and Festivals. These will relate closely to their own experiences of religion.

At Key Stage One in addition to Christianity pupils will study Hinduism, Judaism and Sikhism.

At Key Stage Two and Three as well as Christianity pupils will study Buddhism, Hinduism, Islam, Judaism and Sikhism.

All students sit the AQA GCSE in Religious Studies, focusing on Christianity and Judaism, along with religious responses to ethical themes.

We are beginning to make plans for our post-16 RS offer, ready for implementation from September 2021.

Across each phase, approximately two thirds of the curriculum time is spent teaching and learning about Christianity- either explicitly or implicitly when learning about other World faiths and views.

Work is based on two attainment targets:

#### ATTAINMENT TARGET 1: LEARNING ABOUT RELIGIONS

This includes the ability to:

- Identify, name, describe and give accounts, in order to build a coherent picture of each religion;
- Explain the meanings of religious language, stories and symbolism;
- Explain similarities and differences between, and within, religions.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives

#### ATTAINMENT TARGET 2: LEARNING FROM RELIGION

This includes the ability to:

- Reflect on and consider religious and spiritual feelings, experiences and concepts
- Ask and respond imaginatively to puzzling questions, communicating their ideas;
- Identify what matters to them and others, including those with religious commitments, and communicate their responses;
- Reflect on how spiritual and moral values relate to their own behaviour;
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

#### **SKILLS AND ATTITUDES**

Pupils will be encouraged to develop attitudes, knowledge and skills which will promote their spiritual development (as set out in our SMSC policy attached) and enable them to approach the subject with

sensitivity. As pupils explore the beliefs and practices of their own faith and those of others, there should be opportunities for reflection upon their own attitudes, beliefs and experiences.

### **TEACHING METHODS**

Teachers will deploy a range of teaching methods when delivering the RE curriculum. Where possible lessons will be as creative and inspirational as possible to engage the pupils and therefore aid their progression in the subject. Visits to places of worship will be included in appropriate units and visitors will be invited to speak to pupils about their faith experiences.

### **INCLUSION**

In delivering the RE curriculum teachers will ensure lessons are inclusive through:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- over-coming potential barriers to learning and assessment for individuals and groups of pupils.

### **TIME ALLOCATION**

RE should be allocated, per week, at least 1 hour at Key Stage One and 1 hour 15 minutes at Key Stage Two. Three. This should be as one or two stand-alone lessons. In Key Stages Three and Four, 2 hours is dedicated to the teaching of RS.

### **RESOURCES AND CLASSROOM ENVIRONMENT**

There is a range of resources available to teachers to deliver RE in an exciting and effective way. It is important that pupils are introduced to the sacred artefacts of the faiths. Pupils will be taught how to treat texts and artefacts with care, sensitivity and respect.

In the primary phase, there is a RE display in every classroom which reflects the current RE topics being taught. Each classroom has a reflection area/ prayer space, for class or individual use. There is a prayer space for the whole school community to use located in a communal area. Where there are prayer boxes they are emptied by a member of staff and the prayers are often read out in school Collective Worship.

In the secondary phase, there are dedicated RS classrooms with appropriate displays for the current topic. In addition, the Chapel can be used by individuals or groups during lesson time as well as before and after school and during break and lunch time.

### **MONITORING**

In the primary phase the plans will be monitored termly by the Spiritual and Cultural-Leader and books will be scrutinised once a term to monitor pupils' attainment and progress.

In the secondary phase the plans will be monitored by the Director for Culture and Society, and the Vice Principal for Curriculum and Outcomes. Books will be scrutinised in line with the secondary QA cycle – typically once a term, to monitor students' attainment and progress.

There will be lesson observations linked to the whole federation cycle of monitoring and our teacher appraisal cycle.

The Governors Ethos Committee carries out Ethos Walks, lesson and collective worship observations. The committee also reviews the data from across the key stages and considers the scheme of work for each phase.



### **ASSESSMENT and REPORTING- PRIMARY PHASE**

Assessment is carried out termly. Teachers will choose a task which they are able to assess both Attainment Targets 1 and 2. Pupil outcomes are then judged as to whether they have achieved the outcomes, excelled or have fallen below expectations. This information will be used by teachers to inform their planning, and by the Spiritual and Cultural Team Leader to ensure progression and continuity in teaching and learning through the school.

Parents will be informed of their child's attainment in RE in the pupil's Annual Report sent out in July.

### **ASSESSMENT and REPORTING- SECONDARY PHASE**

Assessment is carried out termly and in line with the guidance from the SDBE. Assessment frameworks will be used by the RS teaching team to inform their planning, and by the Director of Culture & Society, overseen by the Vice Principal for Curriculum and Outcomes, to ensure progression and continuity in teaching and learning through the school.

In our secondary phase, parents will be informed of their child's attainment in RS each term on the Progress Check Report that is sent home.

### **PARENTAL RIGHT OF WITHDRAWAL**

We do not encourage withdrawal from Religious Education lessons; however, parents have a right to do so if they wish. To support parents/ carers in making a decision about this we have a leaflet which explains our Christian Distinctiveness, Ethos and how we teach RE.

Parents do not need to explain their reasons for seeking withdrawal but to avoid misunderstanding the Headteachers do arrange a meeting to help clarify with any parent wanting to withdraw:

- the religious issues about which the parent would object their child being taught
- the practical implications of withdrawal
- the circumstances in which it would be reasonable to accommodate parents wishes
- if a parent will require any advanced notice of such issue in the future and if so, how much

Parents should confirm their decision in writing. Any withdrawals from Religious Education lessons are reviewed on an annual basis.

THIS POLICY WAS	Updated in	July 2016
	Reviewed in	Autumn 2017
	Reviewed in	Autumn 2018
	Reviewed in	Spring 2020
	Next review	Autumn 2020



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# COLLECTIVE WORSHIP POLICY

### **Mission Statement**

One of the main aims of our Mission Statement is 'To celebrate our Christian ethos and serve from our hearts with joy and compassion.'. We aim for our collective worship to reflect the distinctive nature of our C of E Status and to reflect the Christian principles on which the Federation was established. Worship is a central part of our schools life. Each day there are opportunities to gather together for a time of reflection and worship. These times are planned to allow time for that intimacy which the Federation ethos engenders and to ensure that they are inclusive, invitational and inspiring. Our aim is to allow the school families to gather together to focus on the glory of God and His creation. We recognise Collective Worship is a major contributor to the spiritual and moral development of pupils, which is a prime goal of education.

### **Legal Requirements**

In this school, as with all Voluntary Aided Schools, responsibility for ensuring that appropriate Collective Worship takes place rests with the Governing Body after consultation with the Co-Headteachers. We acknowledge all schools must provide daily collective worship for all registered pupils (apart from those who have been withdrawn from this by their parents). This may be provided within daily assembly but the distinction between Collective Worship and assembly should be made clear. (They may sometimes form part of the same gathering, but the difference between the two will always be made clear. It can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups.)

### **The Nature of Collective Worship**

We believe that Christian worship in a Church of England school is concerned with giving glory, honour, praise and thanks to God and taking time to develop our own sense of awe and wonder about the world and the people in it. Worship in this school is more than just a legal requirement. It is an integral part of school life and central to our Christian and Church of England tradition.

### **The Aims of Collective Worship**

We believe that Collective Worship in our schools aims to provide opportunity for all pupils and staff, within a reflective and significant atmosphere, to:

- Express praise and thanksgiving to God
- Reflect on the attributes of God
- Reflect on the teachings of Christ
- Affirm Christian values and attitudes
- Experience a sense of belonging and develop community spirit
- Share each others joys and challenges
- Celebrate special times in the Christian calendar
- Foster respect and unity
- Deepen spiritual awareness and experience awe and wonder

### **Organisation and Planning of Collective Worship within the Koinonia Federation:**

Collective Worship is a planned activity. Each term the Co-Headteachers, along with other key staff and clergy will plan a programme of Collective Worship.

In the primary phase Collective Worship will be in the school hall, as a whole school everyday. (On the rare occasions when it is not possible for this to take place there will be collective worship within each classroom.) Within the secondary phase, Collective Worship may also take place in other locations, including the Faculty atria, Sports Hall or classrooms.

PRIMARY COLLECTIVE WORSHIP:

Day	Type of worship	Led by
Monday	Linked to current theme	A member of leadership team
Tuesday	Worship through song or Visitor or Class	Visitor or class
Wednesday	Linked to current theme or Worship through song	Class teachers
Thursday	Linked to current theme or Visitor or Class	Named teacher at each site or class
Friday	Celebration worship	House Captains

SECONDARY COLLECTIVE WORSHIP:

There is a five-week timetable for Collective Worship. Each year group begins at a different week.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Leadership	FG worship	FG worship	PSHE	PSHE/Achieve
2	FG worship	Visitor	FG worship	PSHE	PSHE/Achieve
3	Head of Year	FG worship	FG worship	PSHE	PSHE/Achieve
4	FG worship	FG worship	Leadership	PSHE	PSHE/Achieve
5	FG worship	Clergy	Head of Year	PSHE	PSHE/Achieve

Collective Worship is planned:

- following the values that we have chosen to focus on for the academic year
- includes Church of England liturgy and reference to the Bible, Jesus' teaching and the Trinity.
- with reference to the Church's seasons, significant dates and the curriculum. Scripture is often used as a focus in acts of worship
- involving consultation with appropriate parties and reference to school aims and policies
- with flexibility to respond to changing situations within the school and the wider community
- to develop pupils' skills that enable them to prepare, organise and lead worship rather than always participating or contributing in a token way.

A list of themes covered during each term is displayed in each campus leadership office.

As well as Collective Worship in school there are occasions when it is held in either each Campus' local parish church, when the school will celebrate significant times in the Church Year (eg. Harvest, Christmas, Easter) and other special events for the school (eg. Leavers). Annual services attended by pupils at Southwark Cathedral are the Year 6 Leavers Service and the Bishop's Lent Call.

**Prayers throughout the day**

At primary as well as daily Collective Worship pupils say or sing Grace before leaving their classrooms for lunchtime.

At the end of the day each class will say a prayer before leaving for home.

(Classes either have a prayer book or prayer board from which to choose their prayers.)

In the primary phase, there are Prayer spaces in communal spaces which can be used as a focus for worship for individuals or groups to use. In the prayer space there is a Prayer Box in which pupils can place prayers to be read in our Friday Celebration collective worship.

In the secondary phase, the Chapel is based prominently on the ground floor. It is used as a focus for worship and prayer for individuals and groups, with a variety of resources changing seasonally and organised by the Chaplain.

### **Monitoring and Evaluation**

We regularly evaluate our schools' provision of worship to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring skills and abilities in organising and leading worship. Evaluation is through pupil interviews, observations and staff feedback. Provision will also be monitored to ensure it meets school policies and any statutory requirements.

The governors on the Ethos Committee also observe collective worship and take part in an Ethos walk each term. There is a rota so this takes place at each Campus at least every 18 months.

### **Policy Monitoring and Review**

This policy is monitored by the Co- Headteachers and is evaluated and reviewed by the whole school staff and governors every two years. The Foundation Governors and the Ethos Committee in particular will play a most important role. As an expanding school we will review this policy and the collective worship provision for each new year group every year. This policy is reviewed each year by the Ethos Committee.

<b>This policy was:</b>	Written in	September 2015
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	Reviewed in	Autumn 2017
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	Reviewed in	Autumn 2019
	Updated in	Summer 2020



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# **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

The Koinonia Federation recognise 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 federation'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/RS 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 federation 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 federation 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 federation 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 federation 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 Spiritual and Cultural leader /senior management/head-teachers/governors.
- Regular discussion at staff and governors' meetings
- Reviews of policies and Schemes of Work by leaders and the Governors Ethos Committee.
- Sharing of classroom work and practice.
- Regular inclusion on School Improvement 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.

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# BRITISH VALUES

## BRITISH VALUES

WITHIN OUR FEDERATION OF SCHOOLS WE PROMOTE THE FUNDAMENTAL BRITISH VALUES (AS DEFINED BY THE DFE) OF 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 AND OUR AIM TO DEVELOP THE WHOLE CHILD AND THEIR CHARACTER INCLUDING THEIR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.

### DEMOCRACY

In our Federation, democracy is taught explicitly during collective worship, philosophy and Social Sciences lessons and class-based PSHE sessions. Learning about the development of democracy also forms a part of the History curriculum and as such is taught in our secondary project lessons.

Each primary site has a School Council made up of two representatives from each class, who are voted in each year by their peers. Pupils take part in an election process to be selected for the School Council. School councillors 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. At the secondary phase, we have a prefect system with Year 10 students taking on leadership roles within the school. These students are elected by their peers and members of staff. In both the primary and secondary phases we have a House System with elected House Captains and Vice Captains as well as secondary phase Sports Reps and a range of other student voice opportunities.

### THE RULE OF LAW

In the Koinonia Federation, 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 - 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, which at the primary sites are called the Golden Rules, 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. Visits from authorities such as the Community Police and Fire Service help reinforce this message.

The rule of law is also studied explicitly as a part of several projects and subjects in the secondary phase. In Science lessons, for instance, the rule of law is addressed in units of work covering speed limits and laws concerning alcohol, tobacco and illegal drugs. In the 'Code Breakers' project, students investigate importance of privacy and the role of encryption in maintaining or undermining the rule of law.

### INDIVIDUAL LIBERTY

As a Federation, 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 through our E-Safety and PSHE lessons. We cultivate an atmosphere in which children can make choices about their school life in a supportive environment. The secondary Social Sciences curriculum includes an explicit focus on the nature of liberty. Students through a range of activities and supported in preparing to make positive life choices. Students support fundraising for a wide range of local, national and international organisations eg. night shelter, Age UK and Comic Relief. Through our PHSE lessons we encourage our pupils to engage in social action and to be courageous advocates for change in their local, national and global communities.

#### MUTUAL RESPECT AND TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

Mutual respect is central to our values. 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 treat each other with respect. When a child does well, their achievement is celebrated – for instance, through the use of green cards, a special mention on the school blog and/or in a whole school celebration/achievement collective worship. The ethos of our Federation is based on the Christian Teaching of: *"Do unto others as you would have them do unto you,"* 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.

Our Federation is diverse and we actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, PSHE lessons, secondary Social Sciences lessons while several secondary Projects emphasise the need for tolerance and respect for others. This includes our pupil Faith Teams which comprise pupils from different faiths. Pupils and students visit places of worship that are important to different faiths. 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.

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