

<b>Policy Name</b>	Vision, Values and Ethos Policy  (Includes RE Curriculum Statement)
<b>Statutory, Regulatory and or Contractual Considerations</b>	Non Statutory
<b>Implementation Date</b>	May 2020
<b>Review Date</b>	May 2023
<b>Review Cycle</b>	Three years

## **“Act Wisely, Build Community, Help Others”**

### **Matthew 7: 12**

*So in everything, do to others what you would have them do to you*

**This policy is the central policy for All Saints CE Academy.**

**All other policies should be developed in accordance with the principles laid out in the statements in this policy that define our Vision, Values and Ethos**

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## **Our Narrative – May 2020**

All Saints CE Academy is on a journey of rapid improvement which will be realised by our vision that encourages our entire community to “Act Wisely, Build Community, Help Others”

The development of our vision has been supported by the concept of a fleet of sailing boats, fitting for our unique and distinct setting of Wyke Regis in Weymouth and overlooking Portland Harbour. Whilst recent years have brought storms and threatened danger, we now are equipped for the challenges ahead, ready to navigate to a period of success and stability.

All Saints CE Academy was opened on 1<sup>st</sup> June 2019 after its predecessor school, All Saints Church of England School was closed. This followed an Ofsted Inspection in May 2018 in which all aspects of the former school were rated as inadequate. Understandably, therefore, the recent history has been a turbulent one for the school and its community.

The multi academy trust sponsor Ambitions Academies Trust (AAT) now has responsibility for the strategic leadership of the Academy and works closely with the Principal, his senior leadership team and all staff in order to bring about excellent outcomes for all students. AAT’s vision of High Expectations leading to High Achievers is now understood by students and staff at the Academy.

This is the first project between AAT and the Diocese of Salisbury and as such, all partners are exploring new ground as policy and practice are re-evaluated and re-designed in order to bring about this excellence. Central to this work is the principle of the Church of England’s vision of life in all its fullness.

This is now - and for the first time - augmented by the Academy’s own unique vision based on wisdom, community and service. These key biblical principles are central to our work and sustain all that we do in seeking to enable all members of our community to flourish and thrive.

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## **1. Our Vision: "Act Wisely, Build Community, Help Others"**

- 1.1 At All Saints CE Academy, it is our vision to enable our whole community to flourish in the fullness of life. We believe that alongside excellent examination outcomes, education should develop the whole individual so that every student can discover their unique talents, gifts and abilities and participate in a wide range of experiences that help them prepare for adult life.
- 1.2 We also believe that our staff should experience this same sense of flourishing in their work to help students grow and achieve.
- 1.3 We recognise that school is a foundational place for children and young people. Our school is a community that values hard work, careful planning and attention to detail.
- 1.4 Community is at the heart of our vision because we realise that no single person can undertake the building of the next generation alone.
- 1.5 We also realise that when we serve others, we not only see them flourish, but also see our own character grow for the better. Our vision inspires students to be courageous advocates for others locally, nationally and globally.
- 1.6 Our vision is rooted in the biblical values of wisdom, community and service. It is underpinned by the unity demonstrated in God the Father, Son and Holy Spirit. It is inspired by the blameless life and infallible teachings of Jesus Christ.
- 1.7 Just as the doctrine of the Trinity demonstrates God's great unity, we encourage staff and students to build community. Whether it be through group working in class or tutor time, participating in a team sport, or taking part in an enrichment visit or opportunity, we believe collaborative working helps students develop a greater understanding of others and therefore their own place in the world.
- 1.8 Through the flawless life, death and resurrection of Jesus Christ, we see the perfect example of a life of service. Therefore, we look to model our lives on Jesus' lead – when we serve others, we become more selfless and develop a greater sense of humility.
- 1.9 The scripture that sums up our vision is the Golden Rule as expressed in Matthew's gospel: *"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."* This was taught by Jesus to his disciples who, as a community, would make the service of others the priority of their lifetime.
- 1.10 Our vision is rooted in the Church of England's Vision for Education which is Deeply Christian and for the Common Good. By educating for Wisdom, Hope, Community and Dignity, we seek to unlock the God given potential of every member of our community. We welcome children of all faiths, and of none, to our school where we hope they will encounter the person of Jesus Christ and experience the fullness of life that he promises.

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## 2. **Our Values**

Our values provide a framework for the flourishing of all members of our community. When we live them out, we are able to fulfil our unique, God given potential. Our values underpin our vision and ethos.

### 2.1 **Wisdom:**

Without developing a love of lifelong learning, we can never hope to acquire wisdom or reach our potential. When we learn, we nourish our minds and develop knowledge and skills. When we reflect on our past experiences and understand the consequences of our actions, we make increasingly discerning, sound judgements that benefit the whole community.

***Proverbs 4:6*** *Do not forsake wisdom, and she will protect you; love her, and she will watch over you.*

### 2.2 **Kindness:**

Without kindness, our worldview is self-centred and selfish. When we actively demonstrate kindness and compassion to those who are suffering, our school is a place in which everyone feels safe and secure. We realise that everyone in our community is of equal worth and should be treated as such.

***Colossians 3:12*** *Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.*

### 2.3 **Community:**

Without real community and friendship based on trust, our world is a dark place. In community, we can rely on others around us who we trust to share our troubles and rejoice with us in our successes. Interdependence is valued above independence because all are needed and valued and each person is important to the whole.

***Hebrews 10:24*** *And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing but encouraging one another*

### 2.4 **Sustainability:**

Without living sustainably, we cause the world our common home to suffer. When we live sustainably, there is enough for all and everything on our planet – our common home – can flourish. Short term unsustainable actions and decision may seem wise at the time but will be proved to be foolish in the longer term. As a school, we are committed to reducing our carbon footprint and reducing waste.

***1 Chronicles 29:11*** *Yours, LORD, is the greatness and the power and the glory and the majesty and the splendour, for everything in heaven and earth is yours.*

### 2.5 **Responsibility:**

Without responsibility, we think we are entitled to receive privileges but not to give or live selflessly. When we take responsibility, we realise that we can make the best of

our talents, gifts and abilities for ourselves *and* share them for the common good. Responsibility leads us to serve others and build our community.

***Galatians 6:2-5*** Carry each other's burdens, and in this way you will fulfil the law of Christ. If anyone thinks they are something when they are not, they deceive themselves. Each one should test their own actions. Then they can take pride in themselves alone, without comparing themselves to someone else, for each one should carry their own load.

### 3. **Our Ethos**

Stemming from our vision to serve others in community, our day to day ethos looks to help students develop a readiness to learn, demonstrate respect for others and behave safely. We have high expectations of our students because they lead to high achievers.

- 3.1 Helping students become lifelong learners is foundational. Proverbs 13:4 reminds us "*Lazy people want much but get little, but those who work hard will prosper*" (NLT). Students develop wisdom and the capacity to make sound judgements by acquiring the skills and knowledge that derive from being ready to study a broad and balanced curriculum. They are taught about values, moral ethics and the unique potential of every human being.
- 3.2 Showing respect is essential if we are to learn from one another and we believe in showing respect to each and every member of our community. Romans 12:10 reminds us to "*take delight in honouring each other...*" (NLT) We ask staff and students to remember that we show respect through how we approach each and every interaction. Educating for dignity in this way means we learn to value one another in all aspects of in the life of our community.
- 3.3 Responsible, safe behaviour is needed to ensure that we do not waste our gifts and talents and will also mean that we use every opportunity to change our school, our community and indeed our world for the better. Jesus took the ultimate step of responsibility in laying down his life for others. He came to give the world "*life and life to the full*"; a precious reminder of what awaits us when we also take responsibility for ourselves and others. Jesus' promise of the fullness of life is a message of hope to all of us – we have a responsibility to make the best of our unique gifts and share them selflessly with others.
- 3.4 We therefore keep our student code of conduct deliberately simple and ask students to remember just three simple words to help live out the ethos of the academy every day. These words are "Ready, Respect, Safe":

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### **Ready**

When students are ready to learn, work hard and take responsibility for their own progress, they will make the best of every opportunity offered to them, whether it be inside or outside of the classroom. We ask students to be ready to face challenges in order to deepen their learning and understand that resilience is needed in order to learn from mistakes and overcome setbacks. In this way, they will become lifelong learners.

### **Respect**

Our vision inspires us to serve others. This is only truly possible when we respect each other as being made in the image of God and being totally unique and with individual skills, talents, interests and abilities. Recognising these in others and respecting difference is part of our identity at All Saints.

### **Safe**

In a fast moving and continually changing modern world, we aim prepare students for life after school in 21<sup>st</sup> Century Britain with a robust set of skills and qualities that will enable them to live productively, enjoyably and safely. This element of our student ethos allows us to explore a range of relevant topics in our PSHE curriculum as well as providing the bedrock of our behaviour and rewards policy.

## **4. Collective Worship**

Collective worship at All Saints is designed to be inclusive, invitational and inspiring. It is an expression of the school's vision that is to be shared by students and staff on a daily basis.

- 4.1 Staff, students and visitors are invited, without compulsion, to grow spiritually through worship, reflection, stillness and prayer. The timing of registration before morning break provides a natural place in the day for everyone to take a moment of reflection.
- 4.2 We use the approach of *gathering, engaging, responding* and *sending* in order to structure times of collective worship. Resources and materials explicitly refer to this structure in order to provide a consistent approach.
- 4.3 Through collective worship, students are provided with the opportunity to reflect on the deeper questions of life, faith and human existence. Staff are supported by regular CPD so that they can explore these questions.
- 4.4 Students should be taught about different expressions of Christian worship through collective worship, their RE lessons, in visits by local clergy and other Christian ministers and other appropriate means. Staff are welcome to use technology, music, art and other approaches in order to demonstrate expressions of worship.
- 4.5 Collective worship mainly takes place during tutor time and also through whole year group or upper school (Years 10 & 11) and lower school (Years 7, 8 & 9) occasions for worship in the school hall. These times of gathering together enable students to develop a sense of their broader school community.

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- 4.6 Formal communion services are led by clergy from All Saints Church, Wyke Regis, or a nominated alternative colleague from Salisbury Diocese. Communion takes place three times a year: at Christmas, Easter and at the end of the academic year. This ensures students experience a communion service once per term.
- 4.7 Students in Year 11 participate in an additional communion service as part of their "Leaver's Assembly" to mark the formal end of the time in education. Students in Year 10 visit All Saints Church in Wyke Regis where they take part in a communion service.
- 4.8 During tutor group, year group or upper / lower school collective worship occasions, students are given time to reflect on common concerns, issues or interests within a distinctively Christian framework. They are given opportunities to encounter the teachings of Jesus, the relevance of the Bible and to develop their understanding of the Trinity.
- 4.9 All students receive teaching about the meaning of the Eucharist and have the opportunity to receive it during communion services. Those wishing to receive a blessing instead of taking communion do so by indicating to clergy as they approach the altar. Those who do not wish to receive a blessing are greeted by clergy. Students who follow other faiths have the option to withdraw from communion services.
- 4.10 Tutors, Head of Year, middle and senior leaders, clergy from All Saints Church and visiting speakers are the key colleagues with operational responsibility for delivering collective worship. Training is provided through staff INSET and briefing time.
- 4.11 Upper School / Lower School collective worship occasions are used termly to reward students for good progress, attendance and behaviour. In this way, we celebrate students' achievement as a whole community and seek to promote engagement with the educational offer at All Saints.

## 5. **Curriculum Statement**

- 5.1 This curriculum statement should be read in conjunction with the Ambitions Academies Trust Curriculum Policy and the academies' current curriculum model. The principles laid out here contextualise the curriculum at All Saints in line with its unique position within the Trust as a Church of England school.
- 5.2 The curriculum is shaped by our vision at All Saints. It is broad and balanced, ambitious and inclusive, and offers every student the chance to discover their talents and gifts and therefore flourish in their secondary school years.
- 5.3 The intent of our curriculum is to help our students to develop the wisdom, knowledge, skills and understanding that will sustain them into adult life and enable them to make a positive, fulfilling contribution to society when they leave school.
- 5.4 We intend to develop the following in each of our students:

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- A sense of awe and wonder at the world
- Academic habits and skills
- A love of learning
- A strong sense of self-worth and the worth of others
- Confidence
- Creativity
- Equality of opportunity
- Imagination
- Intellectual curiosity
- Physical, mental and emotional health
- Resilience to overcome setbacks
- Responsibility
- Relationships that are positive and secure
- The importance of caring for our planet as our common home

5.5 When students leave All Saints CE Academy, it is our intention that they do so being able to communicate effectively. We expect them to be able to read, write, speak and listen confidently, be numerate and have a clear understanding of scientific problems. We intend for them to have open and enquiring minds, be able to ask relevant questions and therefore make informed choices. We expect their choices to positively impact their own wellbeing and add to their sense of personal flourishing. We also intend for them to understand moral decisions, to respect difference in all its forms and to exercise kindness and compassion in their day to day lives. Our students will be aware of how to live in such a way as to ensure the world, our common home, is cared for.

5.6 We do this by offering a range of subjects inside the classroom and a wide range of extra-curricular opportunities outside of the classroom. The curriculum is broad throughout Years 7, 8 & 9 with core subjects offered to all and a wide range of foundation subjects. In Year 8, students express a preference for their Year 9 pre-GCSE foundational courses and enjoy a greater degree of personalisation in their curriculum whilst still studying a broad offer. In Year 9, students choose their GCSE options subjects and study these in Years 10 & 11.

5.7 The curriculum is differentiated for learners at different stages. In Years 7 & 8, catch up programmes exist for those students who enter the Academy below Age Related Expectation in English or Maths. As students move throughout the academy, they receive personal advice and guidance about the support that they need. Parents and leaders work closely together to provide effective support for SEND students.

5.8 Our curriculum is implemented and delivered by subject specialists who are passionate about their subject. They aim to inspire students with their own expertise and help them learn in such a way that will ensure they develop knowledge that is cumulative and sufficient for formal examinations and life after school.

5.9 A two week timetable with 50 lessons of 1 hour is used to deliver the curriculum.

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5.10 The impact of our curriculum is that students should leave All Saints ready for life after school with strong examination results, a clear set of moral values and a depth of well-rounded character that will enable them to flourish and experience the fullness of life.

## 6. Religious Education Curriculum Statement

### Key Stage 3

#### **Intent**

All students should:

- Develop religious literacy – knowledge of, and ability to understand, religion. This will include Christianity, Islam, Judaism, Buddhism, Hinduism, Sikhism and other world views such as humanism.
- To understand Christianity as a living world faith and the connection that Christianity has on Britain’s cultural heritage and the lives of people worldwide. This includes that ways in which Christianity is unique and diverse.
- Have opportunities to engage with the theological, philosophical and human science aspect of religious studies, including engaging with a range of texts, art, music and other forms of evidence to support their knowledge.
- Be able to form reasoned opinions based on the ability to evaluate key questions. This includes understanding and empathising with a range of viewpoints, demonstrating open-mindedness and being willing to question.
- Consider the link between beliefs and behaviour to develop an understanding of the impact that beliefs have on individuals and communities. Whilst also becoming increasingly sensitive to the impact of their ideas and behaviour on other people.
- Be provided with a safe space for pupils to discuss religious, spiritual and philosophical ideas.

#### **Implementation**

- Staff encourage students to ask questions and discuss the broader issues raised by the lesson content.
- The design of the KS3 curriculum is built around questions which prompt students to explore how faith and action interest. Each topic is linked to a focus on Philosophy, Theology or Human Sciences.
- All assessments are tied to key skills of Evaluation, Enquiry and Analysis. All lesson schemes allow students to develop and practise these skills and build upon them. Each lesson has a set criteria by which students are assessed. These assessments also have a literacy focus tied to a particular skill.

#### **Impact**

- Develop increased and confident religious literacy for all students.
- Students are able to develop argumentation and evaluation skills as well as present different sides of an argument and draw a reasoned conclusion. They should be able to support their points with evidence from a range of sources.

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- Students are accepting of the fact that people can have different views without compromising their own beliefs and values and should foster empathy and tolerance within a diverse world.
- Students will feel confident to explore issues of spirituality, social justice, philosophy and ethics and to ask questions about what they experience and observe.

## Key Stage 4

### **Intent**

In Key stage 4 all students should:

- Have the opportunity to study RE at an academic GCSE level.
- Develop a deeper theological understanding of Christianity, Islam and non-religious beliefs, such as atheism and Humanism.
- Consider divergent views within these traditions on spiritual and moral issues.
- Build on existing skills of evaluation, enquiry, analysis and reflection to construct detailed investigation of religious belief and thematic issues.
- Have a richer and deeper understanding of the role of religion in the wider world.
- Be able to apply religious teachings to 21<sup>st</sup> century issues such as environmental issues and social justice.
- Develop skills of listening and a willingness to learn from others, even when others' views are different from their own.
- Value difference and diversity for the common good and appreciate that some beliefs are not inclusive and consider the issues that this raises for individuals and society.

### **Implementation**

- Students have opportunities to engage in wider debate and explore in more detail the impact of modern moral issues on society.
- Learn about the various denominational differences within Christianity and Islam and the impact that this has on belief and practice.
- Students are given opportunities to listen and engage with religious organisations and outside speakers on moral and spiritual topics and the impact this has on belief.
- Students consider their views and those of others.
- Students have a safe space to explore own religious, spiritual and philosophical ways of thinking.

### **Impact**

- Students have developed a nuanced understanding of faith and expressions of faith around the world.
- Students have developed their knowledge and understanding of religious beliefs, teachings and sources of wisdom.
- Students are able to construct well-argued, well-informed, balanced and structured written arguments.
- Students are able to reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life.
- Students are able to achieve a GCSE in an academic subject.

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## **7. Consultation and development of this policy**

7.1 This policy was developed between June 2019 and May 2020. It involved consultation with students, staff, parents, governors and senior leaders from Ambitious Academies Trust. The consultation included:

- Staff discussion and contribution on INSET days
- Student discussion through collective worship in tutor time
- Reflection in times of worship for the upper and lower school
- Online questionnaires completed by all students, parents and staff
- SDBE input and review
- Local governing body consultation
- Student Ethos group discussion
- Discussion with Ambitions Academies Trust
- Senior & middle leader discussion and review

7.2 This policy should be reviewed every three years. This is in order to give the current vision space to live and develop for a given period of time in the Academy's journey, whilst also recognising that the needs of the academy will change over time.

7.3 Details of the responses to the consultation process can be found in the appendices at the end of this policy.

## **8. Appendix 1 – Responses to the consultation process**

Files containing details of the responses to the consultation can be found here

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