

SU Scotland

*Partnership with
schools protocol*

1. Purpose

The purpose of this document is to provide information for headteachers, teachers, parents, pupils and education authority staff, about the basis on which educational support is offered by SU Scotland; and to give guidance for the staff and volunteers of SU Scotland and their Associate Trusts.

2. Scripture Union Scotland

SU Scotland seeks to provide pupils with an opportunity to explore the Bible in a creative and open environment where they are able to draw their own conclusions about the significance of Jesus. Our staff are trained to work in primary and secondary contexts delivering activities which are interactive, dynamic and inspiring; building on the Four Capacities, and seeking to bring learning to life within our Christian ethos.

3. Partnerships

SU Scotland staff and volunteers are committed to working in partnership with others for the benefit of all children and young people, aged 3-18 in schools throughout Scotland, irrespective of ethnicity, disability, political or religious persuasion, gender or sexuality:

Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global..... Children and young people should be given opportunities to participate in service to others and to meet people who show their faith in action.

Education Scotland: RME Principles & Practice

3.1. Partnership with headteachers and teachers:

3.1.1. We are a Christian charity that has been working in schools in Scotland for over 70 years. We work with the permission of the education authority and at the invitation of the headteacher. We are committed to planning educational activities in liaison with the school.

3.1.2. We offer flexible support for schools, tailored to specific needs and circumstances. Support can include:

- Running extracurricular clubs which empower children and young people to explore the Christian faith (often called "SU Groups")
- suggesting and exemplifying interdisciplinary rich tasks related to spiritual development / Religious Observance / RME which are fully integrated with the Curriculum

- facilitating outdoor classroom experiences for interdisciplinary learning, fieldwork, aspects of health and well-being etc., hosted at SU Scotland's two outdoor activity centres
 - providing links to a wide range of curricular resources
- 3.1.3. The educational activities in which SU Scotland staff and volunteers are involved (particularly RO and RME) will be mapped against Curriculum for Excellence. For RO, the Scottish Government guidelines are used in conjunction with the RO template (Appendix 1a). For RME, appropriate Experiences and Outcomes (or Significant Aspects of Learning) will be used in conjunction with a suitable partnership agreement (Appendix 1b).
- 3.1.4. It is essential that the activities in which we participate in schools should be evaluated periodically¹

3.2. Partnership with Children and Young People

- 3.2.1. Our starting point is that children and young people are capable of making their own informed choices and acting in their own interests.²
- 3.2.2. We are committed to educational approaches that are holistic and inclusive, and offer support to schools in developing, in all children and young people, their capacities as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.³
- 3.2.3. We are committed to the values of Scottish education: *wisdom, justice, compassion and integrity*⁴. We believe all human beings regardless of gender, sexuality, ethnicity, ability or disability, age, political or religious persuasion to be of equal worth before God.⁵ We therefore support schools in developing an inclusive ethos which aims to honour the life, dignity and voice of each young person, made in the image of God.⁶
- 3.2.4. Our work with schools is always educationally based, helping children and young people to "understand and develop (their) physical, mental and spiritual wellbeing and social skills" and empowering them to "make informed choices"⁷ about belief and values. In particular we contribute to spiritual development through helping pupils:
- "learn from Christian beliefs as well as learning about them"⁸
 - see authentic faith in practical action
 - acquire critical tools which will enable them to "develop [their] own understanding of values and beliefs and those of others"⁹
- 3.2.5. We support the Health and Wellbeing of all children and young people through educational activities which develop their capacities for:
- healthy relationships
 - compassion, and concern for social justice
 - care for those suffering poverty and other forms of disadvantage
 - protection and stewardship of the environment

3.2.6. We encourage pupils to ask questions about Christian belief, giving space for them to reflect and helping them to come to their own conclusions about meaningfulness and their own spiritual wellbeing. We support the right of children and young people to understand and choose between “the range of religious and secular beliefs which are part of our diverse Scottish society”¹⁰; and fully respect each child’s right to commit to different beliefs and values. We will discuss the differences between Christian belief and other world views without criticising those who hold them.

3.3. Partnership with Parents and Carers

3.3.1. Parents and carers, as the prime educators of their children, can find a range of information on our website¹¹. Additionally, we shall work with schools in providing appropriate information to all parents and carers about our support for learning.

3.3.2. We support school-parent partnerships, and will train and equip parents who wish to work as SU Scotland volunteers with their local school.

3.4. Partnership with other Agencies and Adults other than Teachers (AOTs)

3.4.1. We are committed to developing positive relationships and appropriate partnerships with other agencies and AOTs, including School Chaplains, Community Learning and Development, NHS, Social Work etc.

4. Care and Safety of Children and Young People

We seek to ensure the physical, social, emotional and spiritual well-being and development of all children and young people with whom we work¹²:

4.1. All SU Scotland staff and volunteers are vetted and are members of the PVG scheme.

4.2. We shall adhere to and support the Child Protection procedures of each school.

4.3. We shall protect children and young people from the likelihood of physical harm and ensure that all our work is conducted in a safe environment. In particular, our workers and volunteers recognise their duty:

- to disclose to appropriate school staff any information or concerns regarding the safety and welfare of people
- not to disclose confidential information about pupils to people outside the school.

Appendices

Appendix A: Religious Observance Template

Appendix B: Partnership Activity Agreement

Appendix C: Self-Evaluation

¹ Ideally this should be done using the school's own programme of self-evaluation. The evaluation tool included in Appendix 2 is adapted from *Curriculum for Excellence National Expectations: Self-evaluation resource*. (QI 5.1 *The curriculum* and QI 5.9 *Improvement through self-evaluation*)

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http://www.educationscotland.gov.uk/Images/CfESelfEvaluationResourceQIs5_1and5_9_tcm4-813827.pdf

² CLD Standards Council for Scotland, Section 4: Empowerment; and Curriculum for Excellence: Health and Wellbeing across Learning: Responsibilities of All: Experiences and Outcomes:

http://www.educationscotland.gov.uk/Images/hwb_across_learning_experiences_outcomes_tcm4-540905.pdf

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<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/thepurposeofthecurriculum/index.asp>

⁴ see *Building the Curriculum 3*, page 13. These values are inscribed on the Scottish Parliamentary mace.

⁵ Scripture Union Scotland Ethos Statement

⁶ See *A Charter for Catholic Schools in Scotland*

⁷ Health & Wellbeing across learning: Responsibilities of all: Experiences and outcomes.

http://www.educationscotland.gov.uk/Images/hwb_across_learning_experiences_outcomes_tcm4-540905.pdf

⁸ https://www.educationscotland.gov.uk/Images/rme_principles_practice_tcm4-540203.pdf Page 3.

⁹

https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCEQFjAA&url=https%3A%2F%2Fwww.educationscotland.gov.uk%2FImages%2Fsocial_studies_experiences_outcomes_tcm4-539922.doc&ei=KNwaVNWNBMjialr8grgJ&usg=AFQjCNEQqTQRpkRFDEctoinrT08YVfbW2A&sig2=xvc71Lodd67HoWb9Om6mQg&bvm=bv.75097201,d.d2s&cad=rja

¹⁰ http://www.educationscotland.gov.uk/Images/CurriculumImpactReviewRME_tcm4-826574.pdf page 31

¹¹ <http://www.suscotland.org.uk/>

¹² SU Scotland *Child Protection Policy*.

Rationale	
Title	
Aim	
Stage	
Objectives	
Link with ACfE	
Is this part of a series	
Introduction	
Stimulus/ stimuli	
Guided Reflection	
Response & Possible Next Steps	
Evaluation (a)	
Evaluation (b)	
Evaluation (c)	

Running Time	Minutes	Activity	Personnel	Requires	Action

Appendix B: Partnership Activity Agreement

For use with activities which directly support the curriculum, including RME.

School			
Dates of Activity		Year Stage Class(es)	
Responsible: Names of Teacher(s)/ Volunteer(s)			
Programme title			
Experiences & Outcomes Pupils will be able to..... OR Significant Aspects of Learning¹			
How will pupils' progress on experience and outcomes be assessed?			
Supported by.... List partners and key resources etc			
Evaluation How will we evaluate this learning/ who will be involved/ when will we meet to review the evidence/ with whom will we share our findings?			
Possible Next Steps			

Teacher: (signature)

Volunteer partner: (signature)

Head Teacher or delegate: (signature)

¹ http://www.educationscotland.gov.uk/Images/Rme012014_tcm4-749212.pdf

Appendix C: Self-Evaluation

Adapted from *Curriculum for Excellence National Expectations: Self-evaluation resource*. (QI 5.1 *The curriculum* and QI 5.9 *Improvement through self-evaluation*): http://www.educationscotland.gov.uk/Images/CfESelfEvaluationResourceQIs5_1and5_9_tcm4-813827.pdf

Expectations	Key Questions	Evidence/Comments
<p>Learning activities are appropriately challenging and ambitious.</p>	<p>What different learning styles did you use to support progression and meet a range of learners' needs?</p> <p>How well did pupils develop higher order thinking skills?</p> <p>How well are the activities linked with wider learning?</p>	
<p>Pupils develop knowledge & understanding plus a range of skills. They feel empowered to put their beliefs & values into action.</p>	<p>What opportunities were provided to draw together and apply learning?</p> <p>How did you create space for pupils to express beliefs and values?</p> <p>How was pupils' progress assessed?</p> <p>How well are the activities linked with wider learning & the wider life of the school?</p>	

<p>During the activity, pupils take responsibility for their own learning, demonstrating compassion and fairness in their dealings with each other.</p>	<p>How well did pupils own the tasks?</p> <p>What was the quality of pupil interaction during the activity?</p>	
<p>Pupils are regularly consulted and significantly shape future planning.</p>	<p>How well have pupils been consulted about the quality of their learning (not simply about whether it was enjoyable)?</p>	
<p>All learning activities are planned with the knowledge and support of the Head Teacher/senior managers.</p>	<p>How effective is our planning, and is it as streamlined as possible (not overly bureaucratic or time-consuming)?</p> <p>Where appropriate, have appropriate child protection guidelines been discussed by all involved and clearly understood?</p>	

Jointly completed by (Names) _____
