



Religious Education Policy (including Collective Worship)

Introduction:

We believe that Religious Education provides an opportunity to celebrate and foster awareness of our diverse community. We believe that if our children understand each other's faiths they will respect one another and contribute to a harmonious and peaceful world. We offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

Aims:

RE is taught in accordance with the aims of the Lewisham Agreed Syllabus 2018 which state:

Religious Education should help pupils to:

- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of many religions and beliefs;
- acquire and develop knowledge and understanding of Christianity and the other principal religions and non-religious world views represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to their own beliefs and the teachings of the principal religions and beliefs represented in Great Britain;
- enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings and philosophies can relate to them;
 - Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience;
 - Developing the ability to reflect on their own beliefs, values and experiences in the light of their study.

Fundamental British values:

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through practising the skills of tolerance and mutual respect as seen in fundamental British values, religious education provides schools with opportunities to develop pupils learning, understanding around people they will meet, work and live alongside. It can help schools build up resilience skills within the lives of children and young people.

Legal Requirements:

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus.

Parents have the right to withdraw their child/ren from Religious Education. Parents who choose to withdraw their children are required to state this in writing annually to the Headteacher.

The Scheme of Work:

The scheme of work for Religious Education covers all the requirements of the Lewisham Agreed Syllabus 2018. R.E. is taught in half-termly units in a combination of religion-based and thematic topics.

In Nursery and Reception, children learn through role play, storytelling and taking part in their own celebrations.

In Key Stage 1, children learn about Christianity, Islam and Hinduism, as well as other topics such as Weddings, Belonging, Right and Wrong and the Natural World.

In Key Stage 2, children continue to build on the knowledge acquired from the religions learnt in Key Stage 1, as well as being introduced to Buddhism, Sikhism and Judaism. They also learn about the Journey of Death within different religions and Peace. The new curriculum has also introduced Understanding Faith and Belief in Lewisham which is taught in Year 6.

Teaching and Learning:

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning about Religions
2. Learning from Religions

Learning about religion includes enquiry into the nature of religion, its key beliefs and teachings, practices. It looks at the impact of religion on the lives of believers and communities and the varying ways in which these are expressed. This includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary as well as identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflective abilities in response to their own experiences and their learning about religion. It is also concerned with wider issues such as questions of identity and belonging, meaning, purpose and truth values and commitments

Inclusion and differentiation for children with S.E.N.D and E.A.L. are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of R.E. we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make R.E. relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that children have at least one local R.E. visit in the academic year, e.g. visiting a local church or temple.

Marking and Assessment:

Assessment of R.E. is ongoing. RE is assessed in accordance to school policy and any written learning is marked in response to the RE learning question. Due to our creative approach to RE which includes educational visits, drama, music, art and DT, much of the feedback to children is verbal.

Management:

The teaching, assessing and resourcing of Religious Education is managed by the R.E. curriculum leader. Resources are bought with the annually allocated R.E. budget and stored in a central place for use by all staff. The storing of the school's R.E. resources is organised by the R.E. leader.

Collective Worship:**Background:**

The 1988 Education Act requires that every school should provide a daily act of collective worship for all pupils. The majority of which, each term, should be "wholly or mainly of a broadly Christian character". Collective worship should "reflect the broad traditions of Christian belief without being distinctive of any particular denomination."

Collective worship is not the same as corporate worship. Corporate worship is the worship of people who have a common understanding of what worship includes and who share the same beliefs. A community school is not a worshipping community as the pupils who have a faith are diverse in what they believe, in what they believe God is and what they believe worship to that God or Gods should entail.

School Aims for Collective Worship:

At Holbeach Primary School we believe that collective worship enables children to reflect on:

- what it means to be a human being
- questions of meaning, purpose and value
- the best that human beings can be - inspirational, exemplars (people of faith or not) who have demonstrated good works through their actions, lives and qualities. *Examples will come from both religious and non-religious sources.*
- personal beliefs and values
- what it means to be British and what is meant by 'British Values'

The collective worship that we deliver will recognise and value the cultural, linguistic and religious diversity of our school population and will be conducted within our Equal Opportunities policy.

We believe that collective worship will enrich the experiences of pupils by:

- enabling them to reflect on and question issues such as belonging to the school community, the wider community, Great Britain and to humanity as a whole;
- reinforcing a sense of community and cohesion through appreciating those things we have in common;
- developing a reflective approach to life;
- supporting pupils in the development of spiritual, cultural and moral perspectives;

- developing a sense of the individual's place in the world beyond the physical, material and the here and now;
- providing time to consider values and beliefs - both their own and those of others;
- raising awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community;
- providing opportunities to celebrate achievement and to share times of celebration;
- supporting students in responding to crisis at a personal and collective level and provide them with a vocabulary to explore feelings and responses;
- supporting those who have particular needs or who are engaged in times of crisis.
- celebrating your own achievement and the achievements of others

Collective worship reinforces the school community, by giving pupils the opportunity to share things of worth with each other, within a reflective space.

Those pupils who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate whilst those pupils who don't have a religious belief will have the opportunity to reflect and make a personal, internal response to the same stimulus. They will also be able to enter into dialogue with those of faith, enabling both believers and non-believers to appreciate each other's stances.

The language of invitation to reflect will be open and inclusive, ensuring that no pupil or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually.

Content

At Holbeach Primary School collective worship may take the following forms:

- marking the celebration of a broad range of religious and cultural festivals that reflect the diversity of faiths contained within the community;
- examples of lives of people of faith and other good human beings;
- stories supporting themes from a range of sources, including sacred texts, faith communities and secular books;
- response to key local, national and international events;
- providing an opportunity to think about their own beliefs whether religious or otherwise;
- consideration of questions you wouldn't think about elsewhere – not necessarily with easy / definitive answers;
- putting things into practice – e.g., supporting charities;
- providing a moment for silent reflection / prayer;
- celebration of successes of members of the school community;
- performances or presentations from members of the school community;
- input from visiting speakers / experts.
- considering the term British Values and learning about each one

Organisation

Our Collective Worship is organised as follows:

Monday: Whole School Assembly – taken by Headteacher (not Foundation Stage Classes)

Tuesday: Music Assembly – led by the school's Music Teacher

Wednesday: Key Stage Assembly – A timetable of teaching staff is kept in the staffroom.

Thursday: Key Stage Assembly (as Wednesday) or Class Assembly

Friday: Whole School Celebration assembly – taken by Headteacher or Assistant Headteacher

The **Monday** whole school assembly is linked to a half-termly theme decided by the Headteacher and Senior Leaders. These may be linked to the 'SEAL' themes, British Values or Characteristic of Learning (e.g. determination, resilience). The Headteacher has a yearly schedule for these themes, but uses their discretion to alter the content of assemblies if pertinent issues arise relating to school directly, the local community or wider world context.

Tuesday Music Assemblies are held in Key Stages with the Foundation Stage also having their own assembly. The songs rehearsed are age appropriate and progress in difficulty through the age groups.

Wednesday Assemblies follow the theme set on a Monday Assembly or occasionally have a half-term theme of their own (e.g. Maths).

Throughout the year each class is responsible for producing a **Thursday** Class Assembly. These are performed twice, once at 9:15am for Key Stage 1 children and for the parents of the class performing and then a second performance at 10:15am for Key Stage 2 children. In the Summer Term the Foundation Stage children will begin to join the Key Stage 1 assembly.

Friday Celebration Assembly offers an opportunity to review weekly learning and celebrate success, whilst also reinforcing values and ethos linked to school life.

Staff/Pupils who have requested for the right of withdrawal from collective worship will reflect privately in their own room.

Resources

Books and posters to help plan assemblies are kept by the Headteacher in their office and also in the staffroom/PPA room. Religious artefacts are kept in the general RE resource area in the resources room. Music CDs are kept in a labelled drawer system near the music system in the hall. Resources for assemblies have a separate budget coordinated by the Headteacher.

Visitors who are invited to lead assemblies liaise initially with the Subject Leader and Headteacher about the content they intend to cover.

Planning and Monitoring

The Headteacher has overall responsibility for planning and monitoring Collective Worship at Holbeach Primary School to ensure it is of good quality and follows the Law. Individual class teachers have the responsibility for planning and delivering class assemblies on a Thursday. All monitoring is undertaken by the Senior Leadership Team and may take the form of visiting individual class assemblies or other Collective Worship times which are being led by other people.



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Signed:

Chair of Governors:..... (please print name)

Signed:

Headteacher: (please print name)

Date of Policy: March 2020

Date of Review: March 2023