

# **Wallsend Jubilee Primary School**



## **Religious Education & Collective Worship Policy**

Revised September 2023

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# **Religious Education**

The Religious Education and Collective Worship policy at Wallsend Jubilee Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the local authority through its SACRE. It is a valued and valuable part of school life and is taken seriously, because it shapes our approach to others and to what we do in school.

## **Purpose of Religious Education**

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. The RE syllabus we follow, is the Agreed Syllabus for Religious Education in North Tyneside. At Wallsend Jubilee Primary School both religious and non-religious world views are studied. We enable children to develop a sound knowledge for the following major religions; Christianity, Buddhism, Hinduism, Islam, Judaism, as well as non-religious worldviews, such as Humanism. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

## **Aims of Religious Education**

Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. Our principal aim is for RE to play an important role in preparing our children for adult life to help them become successful learners, confident individuals and responsible citizens by ensuring that pupils know about and understand a range of religions and worldviews, can express ideas and insights about the nature, significance and impact of religions and worldviews, and gain and deploy the skills needed to engage seriously with religions and worldviews.

The overall aims should enable pupils to:

- *Develop conceptual understanding of religion, religious beliefs and practices* – in order that they can begin to engage in informed reflection and discussion about religions and religion.
- *Develop an informed appreciation of religions* – in order that they can explore religions with openness, interest and enjoyment.
- *Value religious and cultural diversity* – in order to enhance their social and cultural development and to contribute to a more just and civil society.
- *Create meaning from their knowledge and understanding of religions*– in order to enhance their spiritual and moral development.
- *Develop an awareness of the richness of religions and their contributions to society and culture* – in order that they can make increasingly mature judgements about the world in which they live.
- *Recognise commonality and difference within and between religions* – in order to develop respect, openness and curiosity.
- *Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals* – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.

## **Objectives**

Children will learn about a mixture of beliefs and religions to ensure that they are able to:

- create meaning, find relevance and develop personally from their engagement with religious education.
- explore human experience and questions by addressing values, ultimate questions and fundamental concerns about themselves and the world in which they live.

We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the syllabus offers the children an increasing

challenge as they move through the school. KS2 builds upon KS1, KS1 builds upon the Foundation Stage. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.

### **The RE Curriculum**

The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum follows the Agreed Syllabus for Religious Education for North Tyneside, which is written to reflect progressive key questions per year group.

In the Agreed Syllabus these are called the three elements of RE and help the children build religious literacy by developing:

1. Knowledge and Understanding: Developing knowledge and understanding of religious and non-religious worldviews
2. Critical Thinking: Becoming increasingly able to respond to religious and non-religious worldviews in an informed and insightful way
3. Personal Reflection: Reflecting on their own ideas and the ideas of others.

These elements are interlinked and enable pupils to make good progress in RE.

### **Time spent on Religious Education**

Religious Education is statutory for all pupils on the school register.

- EYFS : RE in EYFS is taught within a themed programme ensuring the Programme of Study for EYFS is covered.
- KS1: RE Must be taught and the recommended time is 36 hours (1 hour per week)
- KS2: RE Must be taught and the recommended time is 45 hours (1.25 hours per week)

### **Teaching and Learning**

Teaching and learning in RE allows children to learn about beliefs and religious traditions, and to reflect on what the religious ideas and concepts mean to them. This enables children to extend their own sense of values and promotes individual spiritual growth and development by encouraging children to think about their own views and values.

RE links to many other areas of learning, lessons typically include reading and writing opportunities linked to the English curriculum. In addition there are many creative opportunities including: thinking; doing; imagining; responding; debating; speaking and listening; problem solving; as well as creative design and expressive arts. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. ICT may be used to research and present work, requiring discernment in the use of sources. Virtual tours of places of worship may be used where actual visits are not possible.

Teachers may organise visits to local places of worship and invite representatives of local religious groups to come into school. Children compare religious views from different faith groups on topics such as building, sacred books, rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### **The Foundation Stage**

It is important in the foundation stage to give children a broad, play based experience of RE in a range of contexts. Early years learning environments should feature RE scenarios based on experience in the real world, such as in role play. RE is an integral part of the topic work covered during the year. In our Early Years Foundation Stage, we relate the RE aspects of the children's work to the objectives set out in our Early Years curriculum.

## **Spiritual, Moral, Social and Cultural Development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

## **Pupils with SEN (see our SEN Policy)**

We believe that all children have the right to access the RE curriculum. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to each child's different needs.

## **Assessment**

Assessing RE is an integral part of teaching and learning and central to good practice. It should be process oriented, reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved.

- *Formative assessments* carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria.
- *Summative assessment* should review pupils' capability and provide a best fit level and should be recorded to show whether pupils have met, or not met the learning objectives.

Evidence of work will be highlighted in children's work, in photographs and videos on See-Saw and notes on discussions with children etc. This will demonstrate achievement of objectives.

## **Monitoring and review**

The RE Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary. Through monitoring the coordinator will:

- Ensure that there is clear progression throughout the school.
- Analyse assessment data and pupil progress.
- Identify training needs and offer support and guidance to staff when it is appropriate.
- Ensure that there are suitable resources to help with the teaching and learning of RE.

## **Withdrawal from RE**

Our policy sets out clearly our aspiration that Religious Education and Collective Worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature and never coercive or indoctrinatory. Parents have a right to withdraw their children from all or any acts of Religious Education / Collective Worship and staff are also free to withdraw from involvement in this aspect of school life. We request that those who wish to exercise this right inform the Head Teacher in writing so that school records are accurate. We also appreciate opportunities to speak with parents and staff who have concerns about collective worship, always keen to develop our understanding of sensitivities and to overcome difficulties where possible. Those pupils who are withdrawn from worship are cared for by a member of the school's staff; parents may provide suitable activities for children so withdrawn.

# **Daily Collective Worship**

## **Aims of Collective Worship**

Daily Collective Worship aims to provide the opportunity for pupils and staff to:

- experience a variety of styles of worship
- celebrate together e.g. festivals, school values, individual achievements
- build a sense of community/foster corporate identity;
- develop a reflective approach to living which sometimes encourages understanding of and invitation to prayer;
- worship God or reflect on human values;
- consider spiritual and moral issues and to explore their own beliefs;
- participate and respond, through active involvement in the planning, leading, presentation and evaluation of worship
- feel safe and affirmed in doing any of the above

Therefore, at Wallsend Jubilee Primary School our collective worship reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination. Not every act of collective worship must comply with this; just the majority so we can include material from other religions and non-religious world views.

## **Collective Worship and the Curriculum**

Daily Collective Worship is distinct from curriculum time given to any subject including Religious Education. Collective worship provides opportunities for pupils' spiritual, moral, social and cultural development and to achieve this it addresses a wide variety of themes and topics, uses diverse stimuli and resources and provides pupils with opportunities to 'respond' at their own level.

## **The Organisation of Collective Worship**

Collective worship takes place in a variety of groupings in the school hall, or one of the multi-purpose rooms, or in the classroom. Acts of worship usually last for approximately 10 minutes, although it is recognized that this time will be shortened or lengthened as appropriate.

## **Planning Acts of Collective Worship**

The content of acts of collective worship is considered carefully to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils, as well as the balance between Christianity and other faiths. Termly planning sheets list themes, special occasions and events, but there is flexibility to allow the inclusion of current and topical issues. Visitors are welcomed to lead collective worship from time to time and Faith Leaders invited from within the area to help increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

## **The Act of Collective Worship**

We use a variety of styles, active and interactive methods and a range of resources in our acts of collective worship. Leaders make decisions about these elements according to what is most appropriate to the content, age, aptitude and the backgrounds of the pupils. Where prayer is included in our acts of worship it is introduced with a form of words that invites but does not coerce pupils to participate. Our prayers are addressed to 'God' rather than Jesus as this is inclusive of the beliefs of our non-Christian religious pupils. We encourage pupils who prefer not to pray to use these moments to reflect on the important messages shared in our worship. Collective worship should not be confused with assembly. We often take the opportunity of pupils gathered together to share announcements and notices. Using a variety of strategies e.g. music, silence etc. We indicate clearly to all present when worship begins and ends.