



Religious Education and Collective Worship Policy

Adopted by Ashby Willesley Primary School on:	Date: 15/09/2021
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	1.0

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

Aims and Vision

Our R.E Curriculum encourages respect and empathy for different faiths and cultures; showing tolerance and understanding, though views may differ from their own.

We follow the Leicestershire Agreed Syllabus (2016-21) which provides a coherent and progressive curriculum.

We believe that RE has close links with PHSE, British Values and our School Core Values. We wish our pupils to understand the diverse communities, country and world in which we live and to respect the beliefs of others.

Our school's caring ethos and the value which we place on the development of the whole child spiritually, morally, socially and culturally is reflected in the RE curriculum.

We want our pupils to be able to:

- understand and respect the beliefs of Christianity
- develop positive attitudes towards others
- understand and respect the fundamental beliefs of other world religions
- understand and respect the fact that we live in a multi faith society
- understand and explore big questions about life; to find out what people believe and understand how this affects the way they live, reflecting on their own lives and ways of living



The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews

- Describing and making connections between different features of religions, discovering more about celebrations worship, pilgrimages, rituals which mark important parts in life in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and expressing meaning

Express ideas and insights about the nature, significance and impact of religious worldviews.

- Observe and understand varied examples of religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms, including (eg) reasoning, music, art and poetry.

- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

The teaching of RE

- Foundation Stage incorporates RE within the EYFS areas of learning and development – Personal, Social and Emotional development and Understanding the World: People and Communities and Past and Present. Pupils encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Children will be able to recognise that people have different beliefs and celebrate special times in different ways. By the end of Foundation Stage children will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- All classes from Year 1 to Year 6 have the equivalent of one RE lesson per week – this may be taught in blocks.
- The curriculum for each year group is determined by our Long Term Plan. This, along with our RE Progression map, ensures continuity and progression throughout the school.
- The Scheme of work for RE (Long Term Plan) reflects the expectations of the Leicestershire SACRE Agreed Syllabus. This reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

Religious traditions are to be studied as follows:

Foundation Stage	Children will encounter Christianity and other faiths as part of their growing sense of self, of their community and their place within it.
Key Stage 1	Christianity and Judaism (Pupils may also learn about other Religions in thematic units)
Key Stage 2	Christianity, Sikhism, Hinduism and Islam (Pupils may also learn about other Religions in thematic units)

Key Themes for Teaching RE at Willesley (linked to the Leicestershire Agreed Syllabus)

We explore 3 key ideas when teaching RE:

Believing (exploring belief, teachings, sources, questions about meaning and purpose and truth).

Expressing (religious and spiritual forms of expression, questions about identity and diversity).

Living (Religious practices and ways of living, questions about values and commitments).

Assessment of RE

The teacher will assess pupils' understanding of each topic as work is being taught. Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson. The long and medium term plans provide a record of what is being taught in each year group.

RE will be assessed using the Symphony Assessment System in place within our school. In EYFS RE will contribute to the assessment of a pupil's 'Understanding of the World'.

Cross-Curricular Links

Cross-curricular links are made in specific subject areas:

- English – reading and writing are essential for the processes of finding out and communicating an understanding of RE. Discussion, drama and role play are important ways for children to develop their understanding that people have different viewpoints and perspectives on their world.
- History & Geography – The RE curriculum will be enhanced as children learn about the location and characteristics of different countries. Similarly learning about different periods in History will provide depth and background to the RE curriculum.
- ICT – by providing a range of information sources to enhance knowledge, by providing access to images of people, places and environments. RE teaching can be enhanced by using iPads, laptops etc to access source material on the internet.

Collective Worship – Statutory Duty of School

All maintained schools and Academies should provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly. The Head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils.

Collective Worship - Implementation

Collective worship, whether in whole school assembly, key stage assembly or class assemblies will:

- be acceptable to the whole community, staff and pupils
- include a variety of elements at different times
- involve the pupils
- aid the growth of respect and tolerance within the school community
- be linked to whole school assembly themes

Whilst most pupils at Willesley Primary School come mainly from a Christian indigenous UK background, many specify no religion and, on entry, most children have limited experiences of worship (of any religion). Through collective worship, pupils are introduced to aspects and beliefs of Christianity and other world religions across the school. We tackle issues (as listed below) about the world today as much as the historical context of religious stories.

The aim of the collective worship policy is to provide the opportunity for pupils to:

- reflect on values that are of a broadly Christian nature and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the spiritual dimension offered

The Role of the Head Teacher

In consultation with the RE Co-ordinator, the Head teacher:

- determines the ways RE should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that RE is used in a way to achieve the aims and objectives of the school;

- ensures that there is an RE policy, and identifies an RE co-ordinator;
- ensures that the provision for collective worship meets daily requirements.

The Role of the RE Co-ordinator

The RE Co-ordinator should:

- ensure the development of a scheme of work for the RE curriculum. This will follow the Leicestershire Agreed syllabus;
- promote the integration of RE within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support;
- inspire colleagues to deliver high quality teaching and learning opportunities;
- lead INSET within the school, and investigate suitable courses elsewhere;
- act as a contact point between the school and support agencies, including the LA;
- co-ordinate the evaluation and review of the school's RE policy;
- bid for & manage the budget for this curriculum area;
- write, monitor and evaluate an action plan for RE for the School Improvement Plan
- monitor & review the RE provision within the school

Monitoring and Evaluation

The teaching and learning in RE will be monitored through the school improvement plan by the RE Co-ordinator in the first instance and then the Senior Leadership Team and the Head teacher. Governors will be involved via the monitoring and evaluation of the School Improvement Plan cycle.

Equality Statement

At Willesley Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Health and Safety

Health and safety issues in RE include the safe teaching of appropriate procedures when on visits to places of worship. The children are taught to be aware of their own and others safety.