

## **Religious Education and Collective Worship Policy**

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The school follows the Hampshire Agreed Syllabus 'Living Difference'. This syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of other principal religions in Great Britain. The agreed syllabus is not designed to convert pupils or to urge a particular religion or religious belief.

### **Rationale**

The purpose of religious education (RE) in Hampshire is to support students in developing their own coherent patterns of values and principles, and to support their spiritual, moral, social and cultural development. This entails encouragement of each student to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. Successful outcomes will depend upon careful choice and use of teaching and learning strategies. It is essential that the process of teaching and learning must be applicable to learning for life, in a broad sense, as well as within the context of RE.

It is important that students progressively develop the capacities to interpret, evaluate and respond to differing values and beliefs. This can be achieved through extending their thinking and analytical skills and their creative, imaginative and emotional development. A further purpose for RE is to foster mutual understanding between children of differing religious and cultural backgrounds.

The process of teaching and learning at each key stage is addressed in the programme of study. The content of the curriculum at each key stage is addressed in the breadth of study. This approach to RE in Hampshire is consistent with the United Nations' Convention on the Rights of the Child, particularly articles 12, 14 and 30.

### **Article 12**

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 14**

Children have the right to think and feel what they want, and to practise their religion as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

**Article 30**

Children have the right to learn and use the customs and language of their families, whether these are shared by the majority of people in the country or not.

At Pinewood Infant School we believe that RE offers each child the entitlement and opportunity to develop their understanding and belief of Christianity and other world faiths. Each child is given the chance to participate in and experience a daily act of worship, in a variety of forms, and is able to learn about the religious and spiritual dimension of our human experience.

The RE curriculum is planned to encourage the development of concepts from those related to religious and non-religious experience to those which are particular to specific religions. These are designed to develop spiritual awareness for the children and designed to help them create an understanding of wider issues that affect them. As part of the school syllabus, it also aims to aid and support the ethos of the school itself.

**2.0 Aims**

Through our planned programme of work we intend that RE will:

- develop the opportunity to reflect on the feelings, experiences, beliefs and ideas of others
- develop children's concepts of non-religious to specifically religious experiences
- help to create an ability amongst the children and staff to consider the attitudes of others
- understand how to use a variety of sources as a way of gathering information, and draw meaning from these experiences
- distinguish between opinion, fact and belief
- link together features of a range of religions to identify and form patterns to aid understanding.

A creative approach to recording is to be encouraged and this will be reflected in the planning of activities. For each unit of work the children work in an R.E. book, on paper, use sketchbooks if appropriate or present work as a display, drama production or assembly.

Each activity is laid out in a way that enables the children to make personal responses to what they have discussed and learnt. During each session the class teacher is able to talk with the children about a particular part of the any religion. As the discussion progresses, each child is free to make their own observations about what they have

heard or seen. Activities are then introduced to allow the children to make a personal response.

### **3.0 Time Allocation**

The specific blocked units of RE, and that integrated into topic work, allow for creative and cross-curricular links to be made with the RE teaching programme. This will equate to 15 hours per term or two days per half term. Also every year group will be involved in two whole school assemblies, one year group assembly and a collective worship and singing session weekly where religious education teaching may take place.

### **4.0 Teaching Methods and Organisation**

Children will be taught as a whole class, in small groups, pairs or individually as appropriate. Children will be encouraged to be independent in their learning wherever possible.

The curriculum map allows for continuity and progression in the following ways:

- it enables the RE leader to develop the planning of the subject, in order to provide a range of learning experiences for the children and staff
- each year builds on the knowledge and understanding gained in the previous year(s)
- it enables the staff to recognise the development of learning for the children
- it prevents repetition of ideas

### **5.0 Use of ICT**

ICT can be used in any form to develop or encourage the presentation of RE in the school. All of the RE planning that is presented is produced to enable any teacher or child to access it via a computer. Any follow up work that is developed as a result of any activity, can be presented by the child using any form of IT that is appropriate.

### **6.0 Equal Opportunities**

All the children will be offered the opportunity to study RE regardless of gender, ethnicity, ability or social circumstances.

### **7.0 Arrangements for Withdrawal**

As stated in the 1998 Act, the legal status of RE gives every parent the right to withdraw their child from any Religious teaching that occurs in school. Should this be the case, the child will not be required to take part in any RE lesson, or any form of Collective Worship that occurs in the classroom. Class teachers will make alternative arrangements for children in such cases.

### **8.0 Special Educational Needs**

All children are valued equally regardless of their abilities or behaviour. Support will be given to children with SEN if appropriate, however none of the RE activities that occur should require significant assistance.

## **9.0 Assessment, Recording and Reporting**

The Hampshire Scheme of Work provides appropriate advice on assessment. Teachers own assessment can be completed by discussing the children's ideas and understanding of the learning that they have undertaken or by reading the children's written or drawn response. As this subject is a personal response to a selection of ideas, it is not necessary to undertake any formal assessment in the form of a test. Children's progress in RE will be monitored throughout the school by way book looks by the subject leader or member of the SLT.

The RE leader will also monitor the standards achieved by children, the appropriateness and success of the planning via discussions with all staff and a selection of children.

## **10.0 Resources**

RE is well resourced in terms of the provision of bibles, texts and visual material to support the learning. Artefacts are also widely available to all staff and are used whenever possible to encourage first hand learning. Visits out and visitors to the school are also included in our programme. The Hampshire RE Curriculum website has much additional material. The school is also a member of Hampshire RE Resource centre where additional resources and material to support learning can be borrowed.

## **11.0 Co-ordination, Management and Monitoring**

The subject leader will help with planning/monitoring by joining lower and upper junior pupil progress meetings as appropriate. Monitoring shall take place within topic teams on a rolling programme with non-contact time allocated for specific assignments.

Plans are provided to all staff. They are stored on the computer network and can be accessed in advance, with all the necessary materials that are needed to conduct them.

## **12.0 Programme of Study (Scheme of Work)**

The school follows the Hampshire Agreed Syllabus 'Living Difference'. This syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of other principal religions in Great Britain. The agreed syllabus is not designed to convert pupils or to urge a particular religion or religious belief.

The programme of study is structured into three main areas:

- enquiry and skills
- knowledge and understanding
- breadth of study

Units of work are planned onto a long term Curriculum map and then into specific teaching units by the RE Coordinator, following the Hampshire Agreed Syllabus. These units are subject to review from time to time following advice from Hampshire Inspectorate and Advice Service (HIAS). The school belongs to a local area support network to share ideas and develop planning. In addition, the subject coordinator has the opportunity undertake CPD (Continual Professional development) training where a specific need is identified.

### **13.0 Collective Worship**

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

- worship God
- 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 worship offered

### **14.0 Statutory Duty of the School**

All maintained schools 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 headteacher 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.

At our school there are two times for whole school Collective Worship (Assembly) each week. On Monday the Headteacher holds an assembly that sets the theme for the week in addition to worship opportunities. On Friday the Headteacher holds a celebration assembly, often picking up on the relevant theme from the week in school, nationally or internationally. Children's work is always celebrated. Christian prayers are generally used, including the School Prayer; other reflective readings are sometimes included.

On Tuesdays (and Thursdays when there is no singing assembly) Collective Worship is held in classes. The session is identified on all timetables. Most weeks a whole school singing assembly takes place. Worship is celebrated in songs and music on this occasion with active participation from the children who help to arrange the assembly.

All Collective Worship offers the whole school opportunity to stop; be quiet; reflect; think.

Collective Worship will:

- be acceptable to the whole community, staff and pupils
- include a variety of elements at different times
- involve the pupils

