



South Molton Community Primary School Religious Education (RE) and Collective Worship Policy



The intended audience for this policy:

- Current and new members of staff ensuring understanding and agreement on the school approach to Religious Education.
- Parents and external agencies explaining the school's position regarding each child's involvement in Religious Education.
- School Governors.

Requirements

Although the National Curriculum (2014) does not incorporate Religious Education, it states that, 'All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage' (DfE, p.4)

The suggested National Curriculum Framework for Religious Education (NCFRE) developed by the Religious Education Council, 2013, sets out three distinct areas of learning;

- A. To know about and understand a range of religions and worldviews.
- B. To express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. To gain and deploy the skills needed to engage seriously with religions and worldviews.

We follow aspects of the Devon and Torbay Agreed Syllabus 2019-24, including their assessment outcomes. With an increased focus on links to world faiths and multi-faiths practicing in this country that pupils from our community may not have experiences of.

This framework forms the basis of the provision provided by this school for all pupils.

Rationale

At this school we recognise the importance of Religious Education and Collective Worship in developing pupils' spiritual, moral, social and cultural development. We give Religious Education equal status with other areas of the curriculum.

- Religious education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. Consideration is also given to other non-religious perspectives such as humanism.
- RE offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.
- Children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

- Religious festivals and celebrations are used as cross-curricular opportunities to explore and investigate world religions in an exciting and engaging context.

Aims

Principal aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Expectations in RE

By the end of the Foundation Stage, children will begin to know about their own cultures and beliefs and those of other people. They will also begin to have a developing respect for these cultures. By the end of Key Stage 1 most children will be able to use religious words to identify some features of religion and its importance for some people. They show awareness of similarities in religions and can identify how religion is expressed in different ways. They ask and respond sensitively to questions about their own and others experiences and feelings. They recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer. By the end of Key Stage 2 pupils should have an understanding of the basic beliefs and practises of the Christian, Muslim, Hindu and Jewish person living in modern Britain today.

Teaching and learning in RE

Religious Education is taught across the curriculum areas and as a separate lesson when appropriate. Elements of Religious Education are also delivered through whole school celebrations and assemblies.

Teaching and Learning is supported by:-

- Visiting local places of worship and receiving visitors from faith communities.
- Using art, music, dance and drama.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Using story, artefacts, pictures and photographs and ICT.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.

A teacher should not teach one set of ideas to the exclusion of others. A teacher who has personal conscientious doubts or contrary viewpoints should be professional in planning and delivering the curriculum, as for any other subject area.

Support is given to teachers with guidance materials in school, medium and long term planning, online materials and yearly CPD.

Collective Worship

Collective Worship / Assembly are regarded as important and worthwhile educational activities, making a unique contribution to the curriculum of the school. They are perceived as a special gathering of the school community at which the common ethos and shared values of the school are considered and celebrated. In our school collective worship is delivered both in whole school assemblies and as classroom discussions and circle time.

The Schools Standards and Framework Act 1998 Section 70 and 20 requires that worship should be 'wholly or mainly Christian' and for this to be so it should 'reflect on the broad traditions of Christian belief' and 'not be distinctive of any denomination' (E.R.A. section 7.1)

We aim to provide a quiet, respectful situation where young children learn to interpret the different experiences and feelings that control their daily life enabling them to develop their own spirituality by gradually learning to accept and control their own beliefs and feelings and to understand that other around them may share or hold differing beliefs which should in turn be respected.

Assessment and Recording

In RE we follow the Devon and Torbay agreed syllabus assessment statements. We also provide annual reports based on the assessment of children's learning. Teacher assessments are used to assess pupils' ongoing progress. We also recognise that some of the most important learning in RE (e.g. how RE contributes to spiritual development) cannot be formally assessed.

Rights of withdrawal

We firmly believe that RE and collective worship are important subjects in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE and collective worship on the grounds of conscience. We do encourage parents to contact the Head teacher if they have any concerns about provision and practice at the school.

This policy has been reviewed and updated in September 2019
Next review date: September 2021