

Keir Hardie Primary School



Religious Education Policy

Including Collective Worship Policy

Reviewed:	Autumn 2016
Date of Next Review:	Autumn 2018

Religious Education Policy
(Including Collective Worship Policy)

This policy was reviewed by the co-ordinator

Print Name

Signature

Date

This policy was reviewed by the Head Teacher

Print Name

Signature

Date

This policy was reviewed and agreed by the Chair of Governors

Print Name

Signature

Date

Religious Education Policy

Purpose

This policy outlines the teaching, organization and management of Religious Education taught and learnt at Keir Hardie Primary School. The implementation of this policy is the responsibility of all teaching staff.

Aims and Objectives

- Develop their sense of identity and belonging, preparing them for life as citizens in a multi-faith community.
- To help pupils to develop their own beliefs, values, attitudes and behaviour.
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions, and understand the influence of these on individuals, societies, communities and cultures.
- Provide opportunities for children to share in memorable and festive experiences from various cultures and traditions, thus stimulating questions about the meaning of such occasions.

Key Stage 1

- To enable pupils to explore and discuss, as wide a range as possible, the elements of religion which will later provide a foundation for further exploration at Key Stage 2.
- Encourage children to recognise their own value and importance as individuals.

Key Stage 2

- To enable pupils to approach the study of belief systems in greater depth.
- Help children to understand the religious beliefs, attitudes and activities of other people and develop and express their own beliefs and values.
- Help children to consider their personal response to moral issues and take into consideration others views and beliefs.

Teaching and Learning

It is vital that whatever the personal view of the teacher, information about all beliefs should be presented accurately and with professional competence. The teacher should not undermine or promote a particular religious faith or view.

Lessons should be EPIC by including a variety of resources namely: books, artefacts, posters, role-play, videos/DVDs, ICT and we encourage that children have at least one local RE visit every year.

Through RE children should have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising.

Wherever possible, links should be made between RE and other curriculum subjects, and a visit to a place of worship is arranged to fit in with a current area of learning.

Learning objective and success criteria should be presented in child friendly language and referred to throughout the lesson.

Lessons should include a variety of speaking and listening opportunities, open ended and directed differentiated questioning that will further develop their learning.

Plenaries should be used for children to assess their own learning and eradicate any misconceptions.

Planning and Progression

Planning RE must be related to the ability of the pupils and their appropriate stage of development.

Priority must be given to ensure that the RE curriculum is practical, meaningful, age appropriate and realistic.

Flexibility and adaptability should be used in order to meet individual and group needs. Differentiation of the content, delivery and materials should be used to meet those individual needs wherever possible.

ICT should be incorporated in the planning where possible to stimulate and enthuse the learners, prompting discussions and allowing them to be involved in experiences that otherwise would be unavailable.

ICT involves the independent activities using the computer i.e. research, collaborative activities using the interactive whiteboard and audio-visual aids.

Planning should include how children's work will be celebrated through displays, assemblies and events.

Assessment

Children's work is assessed, by making informal judgments as we observe them during lessons making broad, general conclusions from a range of evidence over a period of time rather than trying to measure learner's progress against a step-by-step scale.

Children's work is marked once it has been completed and a comment is given as necessary.

Children's spirituality and personal beliefs are not assessed.

Inclusion

Each child at Keir Hardie Primary is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

- Gifted and Talented: Can be stretched through differentiated group work including extra challenges. In whole class activities, high level and directed questioning towards the more able, can be used to maintain their involvement.
- Special Education Needs: IEPs are used to inform planning for SEN learners and where necessary one-to-one support is provided. Low level and directed questioning towards the less able can be used to maintain their involvement.
- EMA: Lessons should include visual stimuli, speaking and listening activities, teacher and peer modelling to allow the EMA child to access the lesson effectively.

Health and Safety

Staff must ensure that the learning environment for R.E provides safe working practices and is in accordance with the school's Healthy and Safety Policy.

Responsibility and Monitoring

Role of the RE Co-ordinator

Compile an evidence folder to include:

- samples of children's work from all year groups
- verbal feedback in the form of a pupil interview
- photographic evidence of displays, special events and educational visits
- monitoring of planning

Purchase, organize and review RE based resources ensuring that it is readily available and maintained.

Observe colleagues from time to time with a view to identifying the support they need.

Contribute to the school's development plan.

Submit a written report to governors.

Collective Worship Policy

At Keir Hardie Primary School, collective worship is set within the context of 'Assemblies' – which may include other features besides those required of collective worship.

What is Worship?

At Keir Hardie Primary School we believe that worship is:

- Devotion to a divine being, power or personal god
- A recognition of and response to the spiritual dimensions of human experience
- An expression of praise and gratitude, of awe and wonder, and of love and compassion
- An invitation to participate or observe
- Reflection on and understanding of those elements of life which are of value and worth

Worship can be achieved through a variety of media including music and hymns, words and scriptures, ritual, movement and drama, and stillness and reflection.

Legal Status of Collective Worship

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall on each day take part in an act of collective worship'. We seek to do our best to keep the spirit of this legislation, seeking to provide as many high quality acts of worship as is practically possible.

Aims and Purpose

During collective worship we aim to:

- Provide an all-inclusive opportunity to build and reinforce community values
- Reflect on and understand elements of life which are of value and worth
- Provide a variety of opportunities for spiritual, moral, social and cultural development
- Provide opportunities for expressing shared experiences and interests and for celebrating special occasions together
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern to human beings
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals
- Foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others
- Provide members of the school community with the opportunity to experience stillness and quiet
- Provide members of the school community with the opportunity to experience a variety of forms of prayer and meditation. These might

- include praise, seeking forgiveness, asking on behalf of self and others or quiet reflection
- To help students to being to understand the nature and purpose of worship in the future
 - Fulfil statutory requirement of a daily act of worship for all pupils

The School Community

Our school community is made up of people from many different religions and cultures. Assemblies are non-denominational and are conducted in a manner which is sensitive to the faiths and beliefs of all members of the school community. We are proud of the diversity of our school community and as such hold assemblies that reflect and celebrate the traditions of the main religions, particularly those that are represented in the school and the wider community.

All acts of worship are in accordance with the guidance issued in circular 1/94 which states that worship should be of a 'wholly or mainly of a broadly Christian character' and not distinctive of any particular Christian denomination. However, we conduct our assemblies in a manner that is sensitive to the faith and beliefs of all members of the school community. We also hold assemblies that reflect other religious traditions that are represented in the school and the wider community.

Assemblies are regarded as a special time in the day of calm reflection and are conducted accordingly. Children are expected to behave respectfully and thoughtfully and are asked to come in and leave assemblies without talking.

The school recognises that there is a difference between Acts of Worship and the assembly of students. On some occasions assembly may precede or follow an Act of Collective Worship. Two days a week an Act of Collective Worship takes place in class. Three days a week there are either Key Stage or whole school assemblies.

Our assemblies also reflect the achievement and learning of the children. We encourage children to participate by holding, each week, achievement assemblies during which children can show their work and successes to others, and can raise issues that they have discussed in their classes. These assemblies provide an opportunity to reward children for their achievements both in and out of school and celebrate them together. They also play an important part in promoting the ethos of the school – that all children and their achievements are valued.

We use a variety of themes for our worship set out on our curriculum map each year. Each week commences with an act of worship for the whole school which sets out the theme for that week and subsequent worship will be linked by this common theme.

Assemblies are normally conducted by the headteacher, deputy head or other members of staff, but are sometimes led by visitors to the school.

We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful and listen carefully to the teachings and participate fully in prayer and hymns. We create an appropriate atmosphere by using music and sometimes candles or other objects that act as a focal point for the attention of the children.

Safety

When large numbers of children are in the hall it is important that all exits are clear and not blocked by furniture.

Children moving from the hall should do so under supervision and should walk quietly in class lines.

Lit candles should be kept a safe distance from pupils.

If the fire alarm rings then children should go out by the nearest exit into the playground with the teachers who are supervising assembly. No one should return to their classroom first.

Right of withdrawal from Collective Worship

Every effort is made to show sensitivity towards personal faiths and to include all pupils and staff in collective worship. For example, when using a prayer from a particular faith, this is introduced with sensitivity and pupils are not required to say or affirm prayers which they do not believe. A prayer may be introduced like this: *I am going to read a Christian (Hindu, Buddhist.....) prayer. I would like you to think carefully about the words. Some of you might wish to make the words your own (Christians might do this by saying 'Amen')*.

There may be parts of an assembly, for example when a Christian song is sung, in which a pupil does not wish to participate. It is perfectly acceptable to withdraw from a part of the assembly by not participating.

We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

The head teacher keeps a record of all children who withdraw from collective worship.

The Contribution of Collective Worship to the Spiritual, Moral, Social and Cultural Development of Pupils

One of the key aims of collective worship is to offer pupils opportunities for spiritual, moral, social and cultural development.

Spiritual Development is promoted by:

- The celebration of special achievements
- Guided reflection
- Consideration of a variety of beliefs, values and feelings
- Appreciation of aspects of life which have special meaning and which contribute to a sense of awe and wonder

Moral Development is promoted by:

- Consideration of moral codes found in school, in religions and in society
- Consideration of relationships
- Encouraging empathy by the consideration of moral issues from different perspectives

Social Development is promoted by:

- Coming together as a school/group
- Bringing visitors into school from the community
- Sharing values and matters of concern

Cultural Development is promoted by:

- Using music, art, drama, story and artefacts from a range of cultural backgrounds
- Exploring and celebrating aspects of religion and culture

Monitoring and Review

It is the role of the governing Body to monitor and review the policy and practice of collective worship in the school.