



Signed by Chair of Governors .....

Date approved by Governors .....July 2016.....

Review Date .....July 2020.....

## **Trowse Primary School**

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

Religious Education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role which beliefs and values play in people's lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide today as they have done throughout history. As a curriculum area Religious Education offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live.

Trowse is a Community Primary School and Religious Education is provided in line with the requirements of the relevant Education Acts. These are that:

- 'The curriculum for every maintained school shall comprise a basic curriculum which includes provision for all R.E. for all registered pupils at the school';
- the content of Religious Education must reflect the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principle religious traditions represented in Great Britain;
- Religious Education must be provided according to the Norfolk Agreed Syllabus 2012

We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The Religious Education programme seeks to be sensitive to the home background of each child; it is not the function of Religious Education to promote or disparage particular religious views.

#### **Aims**

Within the framework of the Education Acts and Norfolk Agreed Syllabus, Religious Education should:

- provoke challenging questions about the ultimate meaning and purpose of life, what is right and wrong, the nature of reality and the being of God.

- develop pupils' knowledge and understanding of Christianity, other principal religions, other religious beliefs and worldviews which offer answers to such questions.
- develop pupils' awareness and understanding of religious beliefs, teachings, practices, forms of expression and the influence of religion on individuals, families, communities and cultures.
- encourage pupils to learn from the diversity of religions, religious beliefs and worldviews whilst affirming their own faith or search for meaning.
- challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- encourage pupils to develop their sense of identity and belonging and enable them to flourish individually within their own communities, and as citizens in a plural society and the global community.
- provide an important role in preparing pupils for adult life and employment, enabling them to develop respect and sensitivity to others, in particular those with different faiths and beliefs, and to combat prejudice and negative discrimination.

The Norfolk Agreed Syllabus gives more details of the importance of Religious Education in the curriculum and selects two main aims for its Programmes of Study and Attainment Targets:

- Learning about Religion
- Learning from Religion.

### **Time Allocation**

Curriculum 2000 recognised Religious Education as a 'core' subject for all pupils. The Dearing Curriculum Review (1996) recommended a minimum of 36 hours per year for Religious Education at Key Stage 1, and 45 hours at Key Stage 2; this was re-iterated in 'Developing and Managing the Primary Curriculum' (QCA 2003) and is endorsed by the Norfolk Agreed Syllabus 2005. **Religious Education curriculum time does not include collective worship**, even where an assembly complements or provides a starting point for curricular work.

The time allocated at Trowse is 36 hours per year at Key Stage 1 and 45 hours per year at Key Stage 2 in line with recommendations. Approximately 30 minutes a week of

teacher-directed time is provided for Reception Pupils, who must receive Religious Education according to the Agreed Syllabus.

### **The Requirements of the Norfolk Agreed Syllabus**

At Trowse Primary School Religious Education is based on the Norfolk Agreed Syllabus. The Agreed Syllabus sets out Programmes of Study for the Foundation Stage, Key Stage 1 and Key Stage 2, beginning each with a focus statement summarising what Religious Education will look like at that Key Stage.

The Programmes of Study develop continuity and progression in Religious Education. They detail requirements for 'Learning about religion' and 'Learning from religion' for each Key Stage. The 'Breadth of Study' section explains which Religions and areas of study should be covered and outlines a wide range of experiences and opportunities which should characterise teaching and learning.

The Agreed Syllabus also sets out Attainment Targets for Religious Education and gives Level Descriptions by which pupils' progress may be assessed.

### **Teaching and Learning Styles**

At Trowse we use varied and active ways of working which include art and drama, debating, visits, posters, photos, videos and interactive displays. In particular, we recognise the importance of teaching the two attainment targets of the Agreed Syllabus (Learning about Religion, Learning from Religion) in a balanced way, and we also encourage cross-curricular work where appropriate. Topics will start with an Enquiry question, which is the starting point for the reason the pupils are learning.

### **Use of ICT**

At Trowse, teachers use a variety of appropriate websites and ICT Programmes to deliver Religious Education including Espresso - a wide ranging resource for Reception, Key Stage 1 and 2 installed on the school network.

### **Resources**

Good resources are essential to fulfil the teaching requirements of the Agreed Syllabus. The school has purchased the 'Discovery RE' scheme to support the teaching of RE unit by unit. This folder is based in the staffroom. The school library service project loan system enables teachers to select a range of appropriate books for each unit of work. There are also some school based artefacts, staff resource books and children's books.

**Professional Development for Staff** The school is committed to ensuring all members of staff are well equipped to teach Religious Education.

### **Visits and Visitors**

Visits and visitors can provide powerful learning experiences for both teachers and pupils and where appropriate form part of the RE curriculum.

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

It is important to note that pupils' work in Religious Education can be assessed. We are not assessing their degree of spirituality but their knowledge skills and understanding. It is important that their progress is acknowledged, just as in any other subject. At Trowse Primary School, this assessment is carried out as in all other subjects to identify those children who have achieved **the expected outcomes** and those children have achieved **more or less than expected**. We are also required by law to report on pupils' progress and attainment in Religious Education to parents through the end of year report. The Agreed Syllabus provides descriptions of Levels of Attainment to use as a basis for reporting. Discovery Re also contains descriptors for assessment at the end of each unit.

### **Monitoring, Evaluation and Review**

The subject leader's role includes monitoring and evaluation of this policy in practice and arranging individual meetings or staff meetings where appropriate to discuss teaching and learning.

### **Contribution to SMSC development**

These are areas of a pupil's development to which all subjects are expected to contribute. At Trowse Religious education should play a part in:

- developing an awareness of a spiritual dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way. **(SPIRITUAL)**
- providing a forum for pupils to develop and evaluate their own beliefs and values and to examine the beliefs and values others have chosen to live by **(MORAL)**
- encouraging interest in, and an understanding of others; respect for those with different beliefs, and a sense of community. **(SOCIAL)**
- evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers **(CULTURAL)**

### **Provision for withdrawal from Religious Education**

Two provisions of law need to be noted:

- parents may ask for their child to be totally or partially withdrawn from Religious Education in accordance with the Education Act 1944 sections 25(4) and 30, which was re-enacted in 1988. Reasons for withdrawal do not have to be given and the school must enable parents to exercise this legal entitlement. Parents are asked to contact the Headteacher if they wish to withdraw their child.
- teachers may withdraw from Religious Education. Their classes however, are legally entitled to Religious Education. The Headteacher is responsible for alternative provision for pupils. Members of staff are not required to give reasons for withdrawal.

# **Collective Worship Policy**

## **Introduction**

The Collective Worship Policy at our School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE (Standing Advisory Council for Religious Education).

The Collective Worship Policy of is School is consistent with the philosophy and aims of the school as expressed in the school prospectus.

## **Definition of Collective Worship**

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. Through engaging in relevant, meaningful experiences it provides opportunities for the pupils' spiritual, moral, social and cultural development.

## **Aims of Collective Worship**

### **For the School:**

Collective Worship contributes significantly to the ethos of our school and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

### **For the Pupils:**

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

## **The Contribution of Collective Worship to aspects of the Curriculum**

Collective Worship time is distinct from curriculum time. However, in our School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich class work through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

### **The Organisation of Collective Worship**

Collective Worship is organised to provide a variety of groupings and will take place in the school hall or one of the classrooms. Acts of worship will usually last for approximately 15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate. The week is planned as follows:

Monday Headteacher 2:55pm

Tuesday Headteacher: 2:55pm

Wednesday Key Stages: 2:55pm

Thursday Key Stages: 2:55pm

Friday Headteacher: 2.55pm 'Stars of the Week' (or 9am Celebration Assembly)

### **Leadership**

Every member of the school teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

### **Planning Acts of Collective Worship**

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Lists themes, festivals, special occasions and events in world religions will be considered as starting points, but we will be flexible to allow the inclusion of current and topical issues.

Visitors will be welcome to lead Collective Worship from time to time. Leaders from Faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these Faiths.

### **The Act of Collective Worship**

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources can also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding or following the act of worship and a clearly defined break between them and the act of worship will be made.

### **Withdrawal**

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the headteacher. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.