



*Opening minds, learning through challenge and celebrating God's world*

## POLICY FOR RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Reviewed: January 2022  
Review Due: Spring 2024

### School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

### Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

### Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety
- SEND Policy
- Assessment Policy

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

## **Policy for Religious Education (RE) and Collective Worship**

**Religious Education in a Church School should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character.**

### Mission Statement

As a school we embrace the Church of England's vision for Education:

'We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

### **Educating for Wisdom, Knowledge and Skills**

Good schools foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well. They nurture academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, including areas such as music, drama and the arts, information and other technologies, sustainable development, sport, and what one needs to understand and practise in order to be a good person, citizen, parent, employee, team or group member, or leader.'

This is lived out in our school's vision for its community:

### **Opening minds, learning through challenge and celebrating God's world**

**We are committed to:**

#### **Opening Minds**

- By working in partnership with parents to promote a culture of learning and enjoyment.
- By nurturing growth in self-confidence, resilience, perseverance and personal growth.
- By creating a curriculum that encourages children to look to their local and national community and beyond to see themselves as Global Citizens.

#### **Learning Through Challenge**

- By achieving consistent standards of teaching and learning that allows everyone to make excellent progress.
- By providing challenge and opportunity within a stimulating and creative environment.
- By working enthusiastically and cooperatively to enable each child to develop an excitement for learning.

#### **Celebrating God's World**

- By working in partnerships with parents, the Church and the community to respect and celebrate the world around us.
- By reaching out in community locally and widely to contribute fully as responsible citizens.
- By growing an awareness, understanding and respect for diversity in the world around us.

**'Love your neighbour as yourself' Luke 10:27**

### Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Skerton St Luke's CE School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop knowledge not only of Christianity but also of other world religions, in particular Judaism and Islam. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

The school's vision weaves through RE. The subject is deeply rooted in biblical texts and theology. Big questions are key to enable pupils to open their minds and learn through challenge. Likewise this equips them to better understand and celebrate God's amazing world.

At Skerton St Luke's CE School, Religious Education (RE) has a prominent position in the school curriculum. It is woven through other aspects of school life and is underpinned by the school's Christian values. RE makes a valuable contribution to pupils' spiritual development.

The management of RE is a distinctive role and undertaken by the governors and headteacher. This ensures that RE is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school.

Governors have adopted the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016. This syllabus also embraces resources from 'Understanding Christianity'.

Although RE and Collective Worship naturally compliment and enrich one another they should be managed separately.

#### The legal position of religious education

Religious Education in a Church School lies at the very heart of the curriculum and therefore timetabling is rigorous to ensure effective time allocation of one hour per week. Additional time is allocated for key theme days and topic related RE lessons.

"In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. Church schools should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners."

RE Statement of Entitlement: The Church of England Education Office 2016

"Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. KS 1 – 3 at least 2/3rds of RE curriculum is to be Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%."

RE Statement of Entitlement: The Church of England Education Office 2016

RE Statement of Entitlement: The Church of England Education Office 2016

The aims of Religious Education are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

At Skerton St Luke's CE School, this can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education should also help pupils to:

- learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions. Religious Education should help pupils to:
- reflect theologically and explore the ultimate questions and challenges of life in today's society; • reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

Religious Education should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

**Spiritual, Moral, Social and Cultural development (SMSC)**

RE makes a significant contribution to pupils' Spiritual, Moral, Social and Cultural development. Through an enquiry approach and exploring big questions pupils are able to explore ideas in a culture of respect. RE also provides key experiences that support SMSC development such as visits to a cathedral or mosque and visitors to school.

### **SEND provision**

As with all other curriculum subjects, the teaching of RE will be inclusive, meeting the needs of every child. Provision will be tailored to the individual needs of SEND pupils.

The contribution of RE to Christian and British values

Where appropriate, RE will be a vehicle to highlight key values and to make pertinent links.

### **Resources**

Resources will reflect curriculum content. These include resources that cover multicultural RE and SMSC as well as Christianity.

### **Assessment and record keeping**

This is in accordance with guidance given in the BDBE RE Syllabus. It also includes pupils' self assessment charts put in books at the beginning of every unit.

Parental Rights of Withdrawal in a Voluntary Aided School.

In these circumstances the school follows advice from The Church of England Board of Education:

*'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'*

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

## The Law

The Law requires:

- a daily collective act of worship
- wholly or mainly Christian in character

Full details are available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281929/Collective\\_worship\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf)

The major points for Foundation Schools are:

Collective worship in foundation schools with a religious character and voluntary schools will be in accordance with the school's trust deed. Where provision is not made by a trust deed, the worship should be in accordance with the beliefs of the religion or denomination specified for the school.

## Preparing for Worship

1. The following is considered when planning collective worship:

- Implementation of the policy is monitored by the collective worship leader and governors
- Time is allocated appropriately
- There is a clear start and end to the occasion for worship
- The act of worship is separated from administration
- The school's pupil led Ethos Group play an active role in daily acts of worship (Appendix 3)
- There are timetabled opportunities for different ages of pupils to plan and lead worship
- Worship is linked to the life of the school and embraces the school's Christian values
- There is a focus on using the right language:

for the age group

recognising the 'theology' (what is being said about God, His people and His world).

Encouraging the use of Anglican liturgy

2. Different approaches can be used involving people and providing a variety of worship experience. For example :

- Telling a story
- Describing a situation / event
- Drama
- Using visual aids / artefacts
- Music
- Silence and reflection time
- Involving pupils / students
- Using visitors

3. Support will be given to visitors to be effective. Parameters will be clear to help visitors :

- Keep to the agreed agenda
- Be prepared for the visit to the school
- Give and receive honest feedback

Supporting Materials can be found as follows:

- @Blackburn Diocese Schools' Website
- useful guidance for visitors can be found at: [www.assemblies.org.uk](http://www.assemblies.org.uk)

## Principles behind the Collective Worship Policy

- The opportunity it provides to explore the school's Christian vision
- The Anglican principles on which the worship of the school is based
- The partnership between the content and conduct of school worship and the ethos of the whole school
- The organisation and planning within the broad traditions of Anglicanism which underpin whole-school worship or small group acts of worship
- The opportunities given for pupils to reflect individually on spiritual issues
- The commitment of the Anglican Church to ecumenism
- The expectation that pupils will be present at acts of worship, but also the commitment of the school to respect the integrity of the religious communities from which the pupils come
- The arrangements, planning, structure and monitoring of Collective Worship
- The legal right of parents to withdraw their children from acts of worship

- The importance of staff and pupils in the development of a whole-school ethos, they share together in worship in order to support the promotion of Christian values
- Records of all the acts of worship are held in school and are available to parents on request
- The fact that the school policy on Collective Worship is in general accord with any existing diocesan policy on Collective Worship in voluntary schools.

Collective Worship aims to:

- Strengthen and support the school community and celebrate each unique individual member made in the image of God
- Strengthen the school's Christian vision
- Give expression to, reaffirm and practise the Christian values of the school community
- Increase pupils' knowledge of scripture
- Allow reflection and response to fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for achievements within the school, local and international community and occasions of significance, including festivals
- Contribute to the spiritual, moral, social and cultural development of pupils
- Foster and enable a concern for the needs of others – a recognition of the vulnerability of self and other
- To reinforce Christian Values
- Provide members of the school community with the opportunity to:
  - Praise and reach out to God
  - Experience stillness and quiet
  - Respond to Christian language and symbolism
  - Experience a variety of forms of prayer and meditation. These might include: praise, seeking forgiveness, asking on behalf of self and others, and quiet reflection
  - Helping pupils begin to understand the nature and purpose of worship and to provide a foundation for a mature understanding and practice of worship in the future

Structure

- There is daily whole school worship led by pupils, teachers and the local clergy, taking place in the school hall
- In line with the church year a longer act of worship takes place including fuller Anglican liturgy and involving the wider community.
- Worship in church is scheduled for four times a year

Planning

The content and methodology of Collective Worship is varied and planned by the headteacher and staff

Worship observes the cycle of the Church's year and selects themes appropriate to this and the pupils' aptitude and ability.

Worship reflects our Anglican heritage, ie

- using the Bible as a source book for inspiration and learning.
- reflects upon Christian symbols and their use in worship (for example, bread, wine, chalice, cross and crucifix are symbols which lead to an understanding of the meaning of Jesus' death and resurrection)
- observes the cycle of the Church's year: Advent, Christmas, Lent, Easter, Pentecost. This, with holy days, can provide the framework for a changing pattern of school worship
- participates in the regularity and set order of Anglican worship. This recognises the central significance of the Eucharist while acknowledging the variety of other forms of worship, which may be decided locally in order to match, as far as possible, pupils' experience in school and church. There could be special services from time to time, eg: welcoming new pupils to school or acknowledging the departure of older pupils
- using collects as a focus for short acts of worship in small groups
- identifying a collection of prayers, hymns and psalms which creates a framework for worship within the school
- learning traditional responses and prayers which express the essential beliefs of Christians throughout the ages
- providing opportunity to discover the value of meditation and silence within the context of Christian worship

- recognising that the Anglican Church has a strong commitment to ecumenism which may be expressed through the range of visitors who are invited to lead or attend Collective Worship
- developing pupils' understanding as Christianity as a multicultural worldwide faith
- experiencing the bond of community which encompasses gender, age, race and religious opinions. This could be expressed through the range of visitors who are invited to lead or attend Collective Worship.
- sharing a commitment to dialogue with other faiths, shown in the welcome offered to all pupils and the celebration of shared values and beliefs.
- Showing a commitment to our global community through a Christian response to key issues, events and celebrations

### Recording

All acts of worship are planned, recorded and there is daily evaluation by pupils of how the worship was received. This is achieved by asking a child, teacher or class to reflect on the worship and these evaluations are part of the ongoing monitoring of Collective Worship.

### Approaches

Collective Worship is first and foremost for the spiritual benefit of pupils. It is a shared activity which allows a variety of responses.

1. Worship should provide an opportunity for those of any religious faith or none to focus and reflect on stimuli which allow the human spirit to respond with integrity.
2. Worship in church schools should also offer the opportunity to explore, reflect upon and respond to the mystery and meaning of the Christian faith. It should be an inclusive activity which seeks to build links with all dimensions of the curriculum. It should include the traditional elements of Christian worship prayers, hymns, Bible reading, to which pupils are given the opportunity to respond.

### Monitoring

The Collective Worship is monitored through:

Discussion at staff and governor meetings. This discussion includes:

- Review of content and methodology
- Suitability for age, aptitude and ability, variety of styles, groupings, leadership
- Links to curriculum and classroom experience
- Resources and budget
- Inset

Responding to comments from pupil

Review of job description and role of Collective Worship co-ordinator,  
Attendance at worship by foundation governors for monitoring purposes,  
Checking that all the requirements of law are being met

Collective Worship Leader: Catherine Armistead

Headteacher: Catherine Armistead

### Appendices:

Appendix 1 Visitors

Appendix 2 Roles and Responsibilities of Ethos Group

Appendix 3 Example of worship plan and record

Appendix 4 Statement on Collective Worship from the Education Office of the Church of England



## Appendix 1 – Visitors

The following guidance is taken from the Salisbury Diocesan Board of Education Collective Worship Policy Guidelines 1995 produced by Sharon Hallis.

Visitors leading an act of worship must be given precise instructions concerning age and ability of pupils, purpose of occasion and appropriate delivery (content and material used). The Board of Education is able to offer helpful advice on visitors in school. It may be useful to consider the following questions:

- What are the visitor's connections with the school, eg parent, charity representative, clergy from other denomination, adviser, colleague?
- What brought the visitor to school, eg did the visitor approach the school or vice versa?
- Why has the school chosen the visitor to lead this particular act of worship?
- What is the aim and content of the visitor's act of worship?
- Does it fit into the overall scheme for Collective Worship?
- Does the visitor's method, approach or style maintain the respect for, and is it sensitive to, all those involved in worship?
- Will the school prepare beforehand or follow up after the visit with the pupils?
- Has the visitor been recommended by colleagues, Board of Education etc?
- What does the school hope to achieve by having the visitor lead and act of worship?
- What effect will the visitor have on the pupils spiritually, educationally, emotionally?

## **Appendix 2 – Roles and Responsibilities of Ethos Group**

### **Beginning of each half term**

- Check theme and colour for worship tables

### **Each day**

- Come to the hall after registration to prepare for Worship
- Set up laptop for hymns etc.
- Prepare Worship Table – cross, candles, Bible, theme
- Put music on to play as everyone comes in
- When everyone has left, put everything away
- Type in feedback/evaluation

### **Half Termly**

- Plan and prepare Ethos Group Worship

### **Remember**

You are preparing for worship and the tasks should be undertaken quietly and with respect.

## **Appendix 4 – Statement on Collective Worship from the Education Office of the Church of England**

The Church of England strongly supports the statutory requirement for collective worship in all schools, both Community and Church of England schools. In Church of England schools collective worship must reflect the traditions of the Church of England and it should develop learners' understanding of Anglican traditions and practice. For many schools the local vicar and other church members may be regularly involved as a part of the team planning, delivering and evaluating the acts of collective worship and often school Eucharist (Holy Communion services) and other special services for festivals in the Church's year take place in the school or church.

There is plenty of flexibility in the provision to enable all pupils to benefit without compromising their beliefs. In a Church school worship should be invitational, there should be space for all to stand back to listen reflect and engage with integrity. Collective worship is predominately educational and makes a major contribution to pupils' personal development. We follow a principle of 'Warm fires and Open Doors'. We hope that all will be drawn by the warmth of collective worship, but they sit only as near to the fire as they feel comfortable with. Through their involvement in planning, evaluation and delivery of worship, pupils' understanding of spiritual and moral issues can be extended and enriched.

SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspections evaluate the impact of collective worship on the school community and its contribution to the values and ethos of the school. Collective worship can particularly enable spiritual development as it provides pupils with the opportunity to express thankfulness and joy, to quietly reflect upon the big questions of life and their own thoughts and beliefs, and engage in an act of community.

Pupils, teachers and families value the special dimension collective worship brings to church school life. It aims to give pupils and school staff alike the opportunity to:

- Express praise and thanksgiving to God
- Opportunities to be still •
- Explore the big questions of life and respond to national events
- Foster respect and deepen spiritual awareness
- Reflect on the character of God and on the teachings of Christ
- Affirm Christian values and attitudes
- Share each other's joys and challenges
- Celebrate special times in the Christian calendar