



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

## POLICY FOR RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Reviewed: November 2018

Review Due: Autumn 2021

### 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.

## RELIGIOUS EDUCATION (RE) AND COLLECTIVE WORSHIP POLICY.

### Mission Statement

#### 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.

### 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 aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions, as agreed by our Governing Body, and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

In our school RE and Collective Worship lie at the very heart of the curriculum.

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

This policy should be read in conjunction with:

- SEN provision
- Assessment and record keeping.

### **The legal position of religious education**

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). Skerton St Luke's CE School is a Voluntary Aided Schools. Within a Voluntary Aided school the management of RE is a distinctive role of the governors and headteacher. RE has to be in accordance with the 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.

The Governors of Skerton St Luke's CE School have adopted the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE. At least 5% of curriculum time is devoted to RE and Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available.

Appropriate teaching about other faiths and world views is included. The Governing Body of the school agree on the other world faiths that are taught within our VA school and in this instance the Governors have agreed that we will teach Judaism and Islam alongside Christianity. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The religious education curriculum forms a central part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### **Teaching and learning style**

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Harvest, Easter, etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children. The Vicar of Skerton St Luke's Church takes a weekly Act of worship in school and in Church. Her involvement is an integral part of school life and he often comes into school to support RE and cross curricular work.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by mixed ability in the room and setting different tasks for each ability group;

- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

## Curriculum planning in religious education

It is essential that the RE curriculum maintains a balanced approach of Learning about Religion (Attainment Target 1 QCA) and Learning from Religion (Attainment Target 2 QCA).

This can be expressed distinctively as

Learning about Religion

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.

Learning from Religion

We learn from

- An empathetic response to the Christian faith and a critical engagement with it
- Responding personally to the transforming power of Jesus Christ
- Developing values for life that will help us become the best person we can be.
- Understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement
- Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

RE in our School should help pupils to:

- Think theologically and explore the great questions of life and death, meaning and purpose
- Reflect critically on the truth claims of Christian belief
- See how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post modern society
- Develop the skills to handle the Bible text
- Recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world
- Respond in terms of beliefs, commitments and ways of living
- Understand how religious faith can sustain them in difficult circumstances and in the face of opposition.
- 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

## **Spiritual, moral, social and cultural development**

Spiritual development within RE in our Church School enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

## **Foundation Stage**

We teach religious education to all children in the school, including those in the reception class.

In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## **Contribution of religious education to the teaching of other subjects**

### **English**

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

### **Information and communication technology (ICT)**

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

### **Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

## **Assessment and recording**

We assess children's work in religious education by making informal judgements as we observe them during lessons. The children work in mixed ability groups and record work within these

groups. In KS1/ FS the children's work is recorded in floor books that the teacher uses to assess understanding and record progress. In KS2 the children work in group work books that the teacher uses to assess understanding and record progress. We mark a piece of work once it has been completed and we comment following our Assessment and Marking Policy. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment.

## **Monitoring and review**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. When possible she has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

## **Collective Worship**

### **Aims and purpose**

The aims and purpose of collective worship are:

- to provide an opportunity for the children to worship God;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach children how to worship.

### **Collective worship**

We understand worship to be a special act or occasion whose purpose is to show reverence to God. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly. We regularly encourage the children to plan and lead worship especially for important times in the Church year e.g. Lent, Easter, Advent, etc.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our worship on the teachings of Christ and traditions of the Christian Church. However, we conduct our worship in a manner that is sensitive to the individual faith and beliefs of all members of the school.

### **Organization of collective worship**

We hold a daily act of collective worship in our school. This forms part of each morning assembly, which is normally a whole-school assembly, occasionally we also hold separate class assemblies.

We conduct worship 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 to 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.

The headteacher conducts the sessions on Monday and Friday, either the HT or the Vicar of St Luke's Church leads the worship on Wednesday. Sometimes local clergy or other representatives of local religious groups conduct them instead.

We take the themes of our worship from the traditions of the Christian faith and we often reflect the festivals and events of the Christian calendar. Each half term we have a Christian Value that is the overarching theme of the half term. These values are taught and reflected upon within a two year rolling programme. Sometimes the themes of our worship reflect and build on topics that we teach as part of the school curriculum. We plan our worship as part of a series of themes well in advance of the day they take place.

On Friday our worship reflects the achievements and learning of the children. We encourage the children to participate in worship by showing their work to the other children and celebrating rewards and achievements that they have earned or made. Worship offers an opportunity to acknowledge and reward children for their achievements both in and out of schools. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised. Skerton St Luke's CE School is a successful school and we celebrate the successes of all the children in worship.

Parents are welcome to attend, as this promotes the community spirit of the school and is a practical demonstration of the way the home and the school work together to support the achievements of our children.

We welcome governors' attendance at our worship at any time.

### **Right of withdrawal**

We expect all children to attend worship. 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 headteacher keeps a record of all children who withdraw from collective worship.

### **Monitoring and review**

It is the role of a named school governor with responsibility for religious education and collective worship to monitor the policy and practice of collective worship. The governor concerned liaises with the headteacher before reporting to the governors on religious education and collective worship.