

# Sibsey Free Primary School

## Religious Education and Collective Worship Policy



Approved by: Governing Body

Date: March 2023

Next review due by: March 2025

# Sibsey Free Primary School

## Religious Education and Philosophy Statement for Collective Worship Policy

### 1 Aims

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Sibsey Free Primary School we develop the children's knowledge and understanding of some 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 a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. 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.

We believe that Collective Worship is an important part of the Whole School Curriculum. It provides the opportunity to both promote a sense of community, and illustrates the values of the school. This is achieved through:

- Children being given regular opportunities to celebrate and take part in acts of collective worship.
- Within each act of worship, children will be given the opportunity to share in each other's experiences and / or the experiences of others.
- Within each act of worship children will experience a quiet time for reflection and prayer.
- Children will be given regular opportunities to meet with and gain experience from the leaders of the Parish Church.

1.2 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 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.

1.3 The aims and philosophy for Collective Worship are:

- To provide children with the opportunity of experiencing and participating in acts of collective worship.

- To develop within the children a sense of belonging to a Community with Christian values and being aware and tolerant of other faiths.
- To enable children to gain experience of what our community holds of worth.
- To worship God
- To experience prayer, meditation and silence
- To consider moral and spiritual issues.
- To explore their beliefs and those of others.
- To appreciate the importance of religious beliefs to those who hold them.
- To reaffirm, interpret and put into practice the values of the school.
- To celebrate the various achievements of the community.
- To appreciate and develop positive attitudes.

## **2 The legal position of Religious Education**

- 2.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. 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 ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on Lincolnshire's Agreed Syllabus and it meets all the requirements set out in that document. 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.

## **3 Teaching and learning style for Religious Education**

- 3.1 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.
- 3.2 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 Easter, Diwali, Passover 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.
- 3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these.

- 3.4 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 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.

## **4 Curriculum planning in Religious Education**

- 4.1 We plan our religious education curriculum in accordance with the Lincolnshire Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2 We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term.
- 4.3 Our medium-term plans give details of each unit of work for each term. By so doing, we ensure that children have complete coverage of the Agreed Syllabus.
- 4.4 The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. They keep these individual plans and if needed discusses them on an informal basis with the RE subject leader.

## **5 RE in the Foundation Stage**

- 5.1 We teach religious education to all children in the school, including those in the reception class.
- 5.2 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.

## **6 Contribution of Religious Education to the teaching of other subjects**

- 6.1 **English**  
Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We encourage children to write stories or record information in a variety of ways and enhance our speaking and listening skills through debate.

## **6.2 Computing**

We use Computing and technology where appropriate in religious education.

## **6.3 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 (Key stage 2) 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.

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

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

## **7 Teaching Religious Education to children with special needs**

7.1 In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties.

## **8 Assessment and recording of Religious Education**

8.1 We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary.

## **9 Resources for Religious Education**

9.1 We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each faith. There are a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books.

## **10 Monitoring and review of Religious Education**

10.1 The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are 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.

## 11 Radicalisation and Extremism

The school is aware of its responsibilities in connection to radicalisation and extremism, and training is undertaken by staff as part of the 6-year Safeguarding Pathway. Radicalisation and Extremism is included in the School's Child Protection/Safeguarding Policy. The school aims to provide an inclusive, caring and stimulating environment which enables all children to enjoy learning and reach their full potential. We welcome all families, irrespective of their faith or if they have no faith. We will ensure that all children feel safe, and are treated with respect, whilst promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

## 12 Organisation and delivery of Collective Worship

- 12.1 The whole school will normally meet together for Collective Worship at the beginning of each day. Our services will start at 10.10 am and will finish by 10.30 am.  
Some of the acts of Collective Worship will take place in the classroom and others in the hall.

Monday	-	Headteacher
Tuesday	-	KS1/Foundation children meet in the hall for an act of Collective Worship either led by the Headteacher or a member of the KS1/Foundation staff, occasionally the children sing songs followed by a short time for reflection either focusing on the songs sung or on an issue pertinent to the time of year or local/national/international event)
	-	KS2 children meet in their classrooms led by their teachers. Their time is spent on Personal, Social and Health Education issues but ends with a short period of reflection on an issue pertinent to the time of year or local/ national/ international event.
Wednesday	-	KS2 children meet in the hall for an act of Collective Worship either led by the Headteacher or a member of the KS2 staff, occasionally the children sing songs followed by a short time for reflection either focusing on the songs sung or on an issue pertinent to the time of year or local/national/international event)
	-	KS1/Foundation children meet in their classrooms led by their teachers. Their time is spent on Personal, Social and Health Education issues but ends with a short period of reflection on an issue pertinent to the time of year or local/ national/ international event.
Thursday	-	Talk Together Time
Friday	-	Celebration Collective Worship led by the teachers in turn. The last Friday of every half term is led by the Headteacher as a celebration of the work of 6 children (one from each class) in front of their parents. On most Fridays there is a focus on aspects of the children's learning e.g. creativity, writing, PSHE and Science

An overall plan of Collective Worship themes and who is responsible is available in the school hall. Teachers are expected to complete the details of their inputs in the folder available.

## 12.2 Special Collective Worship

Each term, visiting speakers from a variety of local and national organisations are invited in to take Collective Worship. We try at least twice a year to carry out a fund-raising activity to involve different charities. Time in Collective Worship is allotted to the relevant charities to discuss the fund-raising with the pupils. In addition, regular fund-raising activities involving collections at Harvest Time and Remembrance Day are organised and discussed in Collective Worship time.

Celebrations are held at Harvest Festival, Christmas, Easter and at the end of each term at the Parish Church involving all pupils, staff, parents and Governors. We have a major celebration at the end of each academic year at the Parish Church of St. Margaret's'.

Every class has the opportunity during the school year to lead Collective Worship, as determined by the class teacher. When appropriate, parents will be informed that their child is involved in leading Collective Worship and will be allowed to watch the presentation.

A parent who wishes to withdraw their child from acts of Collective Worship should put their request in writing to the Headteacher.