

Religious Education and Collective Worship Policy

Revised Autumn 2016

Next review due: Autumn 2017

Governors' committee: Learning and Achievement.

Introduction

Cranmere Primary School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school, except for those withdrawn at the wish of their parents. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus (in our case The Agreed Syllabus for Religious Education in Surrey Schools). At Cranmere Primary School we acknowledge the important part that R.E plays in the 'wider' curriculum and in the development of the whole child. Staff will be encouraged to have an enthusiastic involvement in their teaching of R.E and to see it as an important dimension of human life.

The importance of Religious Education

Religious Education:

- provokes challenging questions about
 - the ultimate meaning and purpose of life
 - beliefs about God
 - the self and the nature of reality
 - issues of right and wrong and what it means to be human
- develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as those above
- offers opportunities for personal reflection and spiritual development
- encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourages pupils to develop their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a pluralistic society and global community
- has an important role in preparing pupils for adult life, employment and lifelong learning
- enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- promotes discernment and enables pupils to combat prejudice

Aims and objectives

At Cranmere Primary School the aims of our Religious Education curriculum are to enable pupils to:

- learn about religions through knowledge and understanding
- learn from religions by exploring, reflecting and responding to religious beliefs, values and experiences
- demonstrate an appreciation of the nature of religion and the important contributions of religious and spiritual insights and values to the individual's search for meaning in life
- develop knowledge and understanding of Christianity, and of the other principal religions
- develop interest in and enthusiasm for the study of religion and beliefs and enhance their own spiritual, moral, social and cultural education
- develop the ability to make reasoned, informed and creative responses to religions and moral issues
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

How we achieve these aims and objectives

In order to promote quality learning, we promote the use of the 6Rs for Learning, teaching children to become Responsible, Respectful, Resilient, Reflective, Reasoning and Resourceful. We ensure that we offer a balance of visual, audio and kinaesthetic learning and encourage children to be active and independent learners.

The principles of teaching and learning that we follow are:

- Children need to develop their own beliefs and values and a consistent pattern of behaviour
- Religious Education has an important contribution to make to the personal and social development of pupils
- The teaching of Religious Education must reflect the ages and abilities of the pupils

- Religious Education will help children to explore a range of religious beliefs and practices related to human experiences
- Religious Education makes a major contribution to multicultural education
- Religious Education makes no assumptions about the personal commitments of staff or pupils
- In Religious Education, the role of the teacher is that of the educator

We see the use of artefacts as an essential addition to the variety of our pupil's learning experiences. We encourage our staff and pupils to regard them as sacred objects which have a special meaning for their particular religion and pupils will learn to treat them accordingly.

The school has built up a collection of visual aids, videos, artefacts and books which are kept in boxes in the resource area.

Skills and attitudes

The Religious Education curriculum will provide opportunities for the children to develop the following skills and attitudes:

- Skills – Reflection, Empathy, Investigation, Interpretation, Evaluation, Analysis, Synthesis, Application and Expression
- Attitudes: self awareness, respect for all, open-mindedness, appreciation and wonder

Inclusion

We are committed to ensuring that the full RE curriculum is accessible to pupils of both genders and different faiths and abilities, and that special arrangements will be made for children with specific individual needs wherever necessary. However, parents have the right to withdraw their children from RE lessons and/or Collective Worship and should discuss with the headteacher if they wish to exercise this right.

Cross-curricular themes

It is our policy at Cranmere to link subjects where possible, to provide enjoyment and joined up learning.

Religious Education is usually taught as a discrete subject but where possible links to PSHE, class topics and Art are made.

Planning

The Religious Education curriculum should be appropriate for each pupil's level of understanding and experience. Curriculum planning should be based on the Agreed Syllabus but teachers should use their professional judgment to choose activities and approaches that are appropriate to the developmental level of the pupils they teach. Coverage of the syllabus has been organised into a long term scheme of work which builds on existing and prior learning and knowledge. It introduces new concepts in a way which ensures progression and continuity.

Assessment

Formative assessment is used to establish each pupil's level of understanding and knowledge. This is carried out informally by teachers in the course of their teaching and may include discussion, observations, marking of work and short tests.

Children's progress and attainment is monitored in the form of teachers' assessment at the end of units of work/topics, marking of work and close observation in class.

Extra-curricular activities

We recognise that extra-curricular activities make a vital contribution to children's Enjoyment and Achievement and are keen to provide additional opportunities in RE to make it come alive.

These may include school trips to religious sites – eg Guildford cathedral, a synagogue and a mosque or visits from experts (e.g. a minister of the Church). We also welcome visits from parents, governors and other contacts with expertise in different faiths.

Spiritual, Moral, Social and Cultural Development

Promoting Spiritual, Moral, Social and Cultural Development through Religious Education

This section sets out in general terms how Religious Education can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development.

Religious Education provides opportunities to contribute spiritual development through:

- discussing and reflecting on key questions of meaning and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts
- considering how religions and other world views perceive the value of human beings, and their relationships through one another, with the natural world, and with God
- valuing themselves
- valuing the relationship with other and where they belong
- developing their own views, ideas and opinions

Religious Education provides opportunities to contribute moral development through:

- enhancing the values identified within the National Curriculum
- exploring the influence of family, friends and media on moral choices

- considering what is the ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethnic codes of practice
- considering the importance of rights and responsibilities

Religious Education provides opportunities to contribute social development through:

- considering how religions and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions
- articulating pupil's own and others' ideas

Religious Education provides opportunities to contribute cultural development through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures
- promoting racial and interfaith harmony and respect

Additional details for the teaching and learning of Spiritual, Moral, Social and Cultural Education.

Principles for the teaching and learning of Spiritual, Moral, Social and Cultural Education

- SMSC Education is not usually taught explicitly. It is embedded in the whole curriculum and all curriculum subjects, including R.E (as discussed above) and extra-curricular activities share the responsibility for its provision.
- The daily act of collective worship provides many opportunities to explore social, moral, spiritual and cultural issues and often promotes a sense of awe and wonder.
- Some class topics lend themselves more readily than others to developing SMSC Education so opportunities are identified at the long, medium and short term planning stages.
- Circle time activities are a regular part of the teaching week.
- It is recognised at Cranmere Primary School that playtime provides important opportunities for the development of SMSC Education.
- Other opportunities to promote SMSC Development will arise spontaneously and will be developed as part of the whole school ethos.

Feedback to pupils

Children are made aware that their ideas and beliefs are valued and recognition is given to those children who demonstrate a caring and unprejudiced approach to others. Achievement in this area is celebrated through the giving of praise and the awarding of certificates.

Recording and reporting

Formal records are not kept but the annual Record of Achievements give information about each pupil's attitude to school and their social development.

Cranmere Primary School Collective Worship Policy

Reviewed: Autumn 2016

Next review: Autumn 2017

Committee- Learning and Achievement

Principles

- As a maintained school, we follow the requirements of the 1966 Education Reform Act, thus providing the children (apart from those withdrawn by their parents) with a daily act of collective worship.
- Collective worship is an integral part of the broad and balanced curriculum to which all our children are entitled.
- Collective worship is open to all staff and pupils and no assumptions are made about their personal commitment.
- Whilst awareness of other religious traditions and beliefs may be raised, we recognise that the proper place for fuller exploration of these issues is in Religious Education.

We interpret 'Worship' as:

'a form of human activity, when we purposely put ourselves in the position of paying particular attention to those things in life which have the greatest meaning for us.'

(The Amazing Fact of Quaker Worship. G. H.Gorman)

Aims

1. To develop Social, Spiritual and Cultural awareness.
2. To provide a space in time which:
 - allows a pause for reflection and stillness and exploration of inner space in the midst of the pressure of the school day.

- provides a rhythm to the life of the school by marking and celebrating special occasions and achievements.
- facilitates the development of a sense of community, of belonging and sharing.
- encourages pupils to learn how to be a part of large and small gatherings, as well as offering opportunities to perform and respond to a presentation.
- allows for celebration and reflection on things held to be of worth.

3. To provide an opportunity to worship God.

Practice and Procedures

The majority of acts of collective worship will be based on the broad principles and values of Christianity. The majority of themes explored will be appropriate to pupils whatever their background or personal beliefs, whether Christian or otherwise.

A collective act of worship will provide opportunities to:

- encourage reflection on a theme over the course of a week.
- respond in a variety of ways, through prayers, poetry, singing, experiencing stillness/ thinking time (quiet reflection) etc.
- recognise, affirm and celebrate the worthiness of those values held to be of central importance to our community.

We aim to create an atmosphere of calmness prior to the start of the collective worship, therefore the children will be expected to be silent from the time they leave their classrooms. Music will be played for entering and leaving the hall and reference will be made to the music.

The overall themes for collective worship are ones which try to:

- aid self awareness by considering values such as truth and love;
- promote a consideration of better relationships; stories about virtues of honesty, self-sacrifice, courage, friendship, forgiveness, awareness of others and one's own limitations;
- promote spiritual growth out of the wonder at the marvels of this world; awe through majesty and mystery and other's interpretation of these;
- increase knowledge through reflection about human nature;
- stimulate questioning minds through empathy and sympathy for the deprived and unfortunate;
- provoke thoughtful attitudes about the delight of being alive and enjoying the mysteries of creation.

Each term, acts of collective worship centered on one off issues will also take place, e.g. road safety, stranger danger, saints' days, school and national events etc. These will be planned into the long term programme for collective worship as far as possible. However, there is a need for flexibility in order to respond to the unexpected where appropriate.

Assemblies take place daily and may be whole school, key stage or classroom assemblies.

Reception children attend Key Stage 1 assemblies from the beginning of the summer term and whole school assemblies after the summer half term.

Visitors may on occasions lead acts of collective worship, e.g., ministers, governors, representatives of charities or of the local council and other members of the local community. Visitors will be personally known or met before hand and should be well briefed on the school's requirements.

Withdrawal

Children who are withdrawn from collective worship at their parents' request will be supervised by a teacher, class assistant or the office staff. However, the class teachers and or headteacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child. With the parents' agreement, a child could be present during collective worship but not take part in it. Such a possibility will be discussed.

Although all parents and carers have the right to request that their child be withdrawn, in practice it is highly unusual for this right to be exercised.

Administrative and disciplinary matters will, as far as possible, be separated from the act of collective worship.

Resources

A variety of methods of presentation will be used to help stimulate and maintain the children's interest in collective worship e.g. stories, poems, artefacts, movement/practical activity, pictures, videos/slides, discussion, remembering, sharing children's work etc.