

Brookhurst Primary School

RE Policy

The purpose of this document

By law, Religious education is compulsory for all registered pupils in full-time education, except for those withdrawn at the wish of their parents or guardians. Brookhurst Primary School follows the Warwickshire agreed syllabus for Religious Education and therefore promotes the "spiritual, moral, cultural, mental, and physical development of pupils and society" (Education Reform Act 1988). The syllabus also reflects "The fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of other principle religions in Great Britain" (Education Reform Act 1988).

The policy for RE should be read in conjunction with the School's Long Term Plan for RE, the Scheme of Work, which sets out what pupils in different year groups will be taught and the guidelines for Collective Worship (appendix 1).

At Brookhurst we recognise that the daily act of Collective Worship is *distinct* from Religious Education and that it is intended to promote the spiritual development of all our children (appendix 1).

This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, LEA advisors and interested others. Copies are provided to School Staff and the Governing Body. Other copies are kept in the School Office.

Planning the RE Curriculum

Planning is the responsibility of the Class Teacher together with help from the RE Co-ordinator. We plan our religious education curriculum in accordance with the Warwickshire Agreed Syllabus.

Planning is used to

- set clear achievable goals:
- ensure work is matched to pupils' abilities, experience and interests.
- ensure progression, continuity and subject coverage throughout the school:

- provide criteria for assessment and evaluation of teaching and learning.

The aims of religious education are to enable pupils:

- to develop awareness of the spiritual and moral dimensions of life-experiences, identify questions and issues which they raise, and respond in a variety of ways to them;
- to develop knowledge and understanding of Christianity and other principal religions and value systems represented in Great Britain;
- to develop understanding of what it might mean to be committed to a religious tradition;
- to reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in the light of their studies;
- to have the confidence in their own viewpoint whilst engaging in open and honest enquiry; respecting the right of others to hold beliefs different from their own in a religiously diverse society.
- to explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures.
- to consider questions of meaning and purpose in life.
- to learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.

Each of these aims contributes to the spiritual, moral, social and cultural education of pupils.

As the Class teacher plans the teaching of RE, they will consider how the curriculum will be differentiated. Consideration will be given to:

- 1) pupil groupings, e.g. ability or mixed ability groups ;or group, paired or individual activities;
- 2) resources, e.g. different equipment for different levels of ability;
- 3) pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variation of pace within the lesson to meet the needs of different levels of ability;
- 4) other opportunities, e.g. extra - curricular activities, club links and interest groups, for the development of understanding.

Differentiation by task is achieved when pupils, who are pursuing the same part of the Programmes of Study, are given a range of different but related tasks according to their level of ability.

Differentiation by outcome is achieved by setting tasks, which are suitable, and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged and those with SEN to achieve with confidence.

Teachers' written curriculum plans will be monitored by the RE Co-ordinator, who will also provide support where necessary.

Progress in RE can be characterised by

- acquiring wider and more detailed knowledge of religious beliefs and practices;
- deepening understanding of the meaning of stories, symbols, events and practices;
- more fluent and competent use of religious language and terminology;
- increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment.
- development of the ability to explore, reflect and respond in ever more profound ways.
- making links between life - experience and religious traditions and beginning to apply greater logic.

As they move through key stages 1 and 2, children progress from using everyday language to increasingly precise use of religious vocabulary. They move from a personal knowledge of a few areas of RE to understanding a wider range of areas and the links between them. They progress from unstructured exploration to more systematic investigation of questions; also from identifying what is of value and concern to themselves or others to asking questions and suggesting answers to moral and religious questions.

The role of the RE Co-ordinator

The RE Co-ordinator is responsible for the development and monitoring of the RE curriculum. He/she plans work with teachers and reviews and contributes to their planning. He/she is responsible for updating the School's policy and Scheme of Work, and Subject Action Plan contributing to the School Development Plan.

S/he assists staff by leading staff meetings; planning and leading in-service training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources and monitoring and maintaining the condition and availability of resources.

In monitoring and evaluating s/he analyses pupils' access to the subject; reviews teachers' plans; observes classroom practice and monitors levels of achievement in the subject.

Equal opportunities

All children have the same access to RE activities regardless of their gender, race or cultural background. They have an entitlement to respect for their religious/non-religious standpoint and there should be no assumptions made about religious beliefs and cultural background.

Special Educational Needs

In accordance with the Special Needs Policy children with special educational needs are included in all lessons.

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in RE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behaviour disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the RE Co-ordinator and the Special Needs Co-ordinator.

It is important to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. At times it may be appropriate to have the support of a Learning Support Assistant to assist with the management of a particular child during RE, e.g on a visit. If this is the case, it is often preferable to have the Assistant working with a group of pupils, which includes the child who needs the support. Everything will be done to avoid highlighting the disabilities of any particular child.

Pupils of low ability will need constant reassurance and patience to help to improve their confidence.

There should be awareness of dietary requirements related to belief or medical condition.

Classroom organisation and Teaching Style

Within classes pupils are taught as a class, within a group and individually according to the learning task. A variety of appropriate teaching styles are utilised for each lesson.

Assessment and Record Keeping

On going assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match tasks set to the abilities and needs of the pupils as they progress. Class Teachers use the End of Key Stage Level Descriptions and the Assessment Opportunities mentioned in the Scheme of Work for assessment purposes (see also Assessment Policy). Records of RE work in the form of photographs and d samples of a range of work are also kept by the RE Co-ordinator.

RE does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. It is not the same as collective worship, which has its own place within school life.

Review date: Spring term 2012

This policy was adopted by Governors in _____ and will be reviewed either as necessary or every three years.

Appendix 1

Collective Worship Policy and Guidelines

Rationale

At Brookhurst School we recognise that the daily act of Collective Worship is distinct from Religious Education and that this is intended to promote the spiritual development of all our children. Collective Worship should provide the opportunity to celebrate the diversity within our school community and the world in which we live.

Purpose, Aims and Objectives

For the School:

- ❖ Collective Worship contributes significantly to the ethos of Brookhurst 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
 - ❖ contribute to a sense of unity and community for the school as a whole.

For the Pupils:

- ❖ We 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
 - ❖ enable children to explore their own beliefs whilst respecting those of others within a secure environment.

Objectives

- ❖ To develop a sense of:
- ❖ Awe, wonder and mystery;
- ❖ Interdependence with the natural world;
- ❖ Self-worth and the value of others;
- ❖ To develop awareness that life involves choices of belief/attitude/behaviour and relationships and that there are issues of meaning, purpose and value in life.

Principles of Assembly/Collective worship

At Brookhurst School all acts of worship/assemblies are based on the principles that they should be:

- ❖ **Inclusive;**
- ❖ **Educational;**
- ❖ **Spiritual**

and contribute to the spiritual, moral, social and cultural development of all children.

Meetings should be **inclusive**. They should:

- ❖ Be pupil centred, related to pupils own experience and relevant to pupil concerns;
- ❖ Acknowledge diversity;
- ❖ Foster a sense of community;
- ❖ Involve pupils as active participants.

Meetings should be **educational**. They should:

- ❖ Be learning experiences;
- ❖ Related to pupils own experiences;
- ❖ Be planned and have a purpose;
- ❖ Relate to other curriculum activities;
- ❖ Provide the school with opportunities to reflect on the education it provides;
- ❖ Be consistent with the aims of the school

Meetings should be **spiritual**. They should:

- ❖ have time to be still and reflect;
- ❖ be a special time - conducive to worship;
- ❖ allow children to feel calm, relaxed and secure;
- ❖ include a variety of words, music and images;
- ❖ include a time for reflection;
- ❖ provide an opportunity for the children to take part in an act of worship.

We invite parents to our Achievement Assembly on a Friday and we encourage them to attend. This promotes the community spirit of the school and is a practical demonstration of the way home and the school work together to celebrate the achievements of our children. Parents are also invited to attend their child's class assembly, showcasing the work that the children have been doing in and out of class.

'In the light of the Christian traditions of Great Britain, collective worship is to be wholly or mainly of a broadly Christian character'.
(ERA 1988, Education Act 1993)

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 assemblies on the teachings of Christ and the traditions of the Christian Church.

However we will always conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all the members of our school.

While the majority of acts of worship in our school are Christian, we also hold assemblies that reflect other religious traditions that are represented in our school and the wider community.

Organisation

We hold a daily act of collective worship in our school either as a whole school or in classes, year groups or Key Stages.

A weekly theme which promotes spiritual, cultural and moral development is presented. They will include examples from various religious cultures and will be linked to:

- ❖ Religious events;

- ❖ Special Days;
- ❖ Special events in the life of the school;
- ❖ Topics being undertaken

They are also linked to the calendar of Religious Festivals for the World's major religions for the year.

Resources to support the delivery of Collective Worship are stored in the staffroom.

The theme will be developed throughout the week during acts of Collective worship and also in class. Where appropriate, outside speakers will be invited into school to lead Collective Worship.

We conduct assemblies 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 manner, asking them to be quiet and thoughtful. We create an appropriate atmosphere by using music and sometimes candles/artefacts that act as a focal point for the attention of the children. Whenever possible the creative arts will be used to enhance the delivery of Collective Worship. Any issues arising from Collective Worship will be responded to with compassion and sensitivity.

Our assemblies will reflect the achievements and learning of the children. Where appropriate we will encourage the children to participate in assemblies by showing their work to the other children and raising issues they may have discussed in class. Assemblies offer an opportunity to acknowledge and reward our children for their achievements both in and out of school. They play an important part in promoting the ethos of the school, which is that all children are valued and achievements are recognised. Brookhurst School is a successful school and we shall celebrate the success of all children.

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| Monday | Whole School Collective Worship - led by Head Teacher and Deputy Head Teacher |
| Tuesday | Collective Worship in class / Year group Collective Worship & Song Practice (KS rota - alternate weeks) |
| Wednesday | Collective Worship in class / Year group Class Assembly (to parents and school) - rota |
| Thursday | Collective Worship in class / Year group Class Assembly (to parents and school) - rota |
| Friday | Whole School Achievement Assembly - led by Head Teacher and Deputy Head Teacher |

Right of Withdrawal

Collective Worship is regarded as an essential part of the development of the whole child and as such is recognised by staff and governors as an important part of daily learning.

We expect all children to attend meetings. 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 Head Teacher keeps a record of all children who withdraw from Collective Worship.

Health and Safety

When large numbers of children are in the hall then it is important that all exits are clear and not blocked by furniture.

Children moving from the hall should do so under supervision and should walk quietly in class lines.

Lit candles should be kept at a safe distance from the pupils.

If the fire alarm rings then children should go out by the nearest exit into the playground with the teachers who are supervising assembly. No one should return to their classroom first.

Equal Opportunities

Children's entitlement to Acts of Collective Worship should not be affected by gender, culture, race or special needs. It is important that there are no barriers to this equality of opportunity.

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.

Review date

This policy was adopted by Governors on the _____ and will be reviewed either as necessary or every three years.