



# Rudgwick Primary School

## RE and Collective Worship Policy

Inspire - Believe - Achieve



### Our Mission:

At Rudgwick Primary School, our mission is to provide a happy, fun, safe place, where kindness shines through and where:

- Excellent teaching and a wide range of experiences **inspires** a love for learning and a curious mind;
- Everyone is valued and respected and feel that they belong;
- Individual strengths and talents are nurtured and celebrated and children **believe** in themselves and, through strong friendships, each other;
- A growth mind set is encouraged, mistakes are seen as learning opportunities and confident, resilient learners grow;
- Children are successful learners who, through both independence and collaboration, can make progress and **achieve** to their full potential.

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## **1 Introduction**

Religious education is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1998 Education Act. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

This is a primary school. The education acts require that the religious education should be provided according to the "Agreed Syllabus for Religious Education in West Sussex Schools, 2020." This document is available in school.

## **2 Aims and Objectives of Religious Education**

Religious education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others,
- the role of family and the community in religious belief and activity,
- the celebration of diversity in society through understanding similarities and differences,
- sustainable development of the earth.

Religious education also recognises the changing nature of society, including changes in religious practice and expression and the influence of religion, in the local, national and global community.

### **2.1 Aims**

**1.** To provide opportunities for all pupils to learn and achieve.

- To promote an enquiring approach in which pupils carefully consider issues of beliefs and truth in religion.
- To enable pupils to evaluate thoughtfully their own and other's views in a reasoned and informed manner

**2.** To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

- To enable pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures.
- To develop pupils' awareness of themselves and others
- To help pupils to gain a clear understanding of the significance of religion in the world today
- To learn about the ways different faith communities relate to each other.
- To explore the significance of the environment, both locally and globally, and the role of human beings and other species within it.
- To reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

## 2.2 Objectives

### General objectives for Key Stage 1

To enable pupils:

- to become increasingly aware of the significance of religious ideas and experiences by means of stories, drama, ritual and worship with emphasis on the Christian tradition;
- to use and experience the creative crafts in the exploration and communication of religious thoughts and feelings;
- to develop religious insight and moral and spiritual values by encouraging a sensitivity towards other people and a capacity to form relationships based upon love, sympathy, forgiveness and consideration;
- to begin to enhance and clarify their own ideas about religion by developing self-expression, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.
- to learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain.
- To communicate their understanding using specific vocabulary, apply their learning, ask questions, and share their own ideas.

### General objectives for Key Stage 2

To enable pupils:

- to acquire a more coherent knowledge of the life and teaching of Jesus
- to understand the structure of the Bible and obtain a basic knowledge of its key personalities;
- to explore the nature of Christian worship and the use of signs and symbols in expressing religious feelings and beliefs;
- to become familiar with different ways of communicating and interpreting religious experience;
- to become aware of the importance of the spiritual dimension in their own experience and in the experiences of other individuals and communities;
- to acquire a basic understanding of the place of religion in the world and its relevance to personal, social and moral issues.
- to learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain and globally.
- to be able to communicate their understanding using subject specific vocabulary, apply their learning, ask questions, share their own ideas, and make connections between religion and worldviews studied and wider learning.
- to be able to reflect critically on the relevance of their learning, relate this to their own experiences and personal worldview.

During the academic year, studies of various religions are covered by each year group to ensure that children are developing their knowledge of different cultures and beliefs around the world. These are outlined below.

### **Objectives covered in RE (per year)**

See Progression document – appendix 1

### **3 Curriculum**

#### **3.1 Curriculum Organization**

Religious education is taught through a combination of classroom work and work linked to assemblies. This work is coordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus.

The curriculum is planned to deliver R.E. through a combination of methods:

- Religious education is usually taught through weekly lessons.
- The R.E. units of work are linked with cross curricular school topics whenever possible.
- Separately identified R.E. is found at different times of the year covering Christmas, Easter, Harvest, Advent, Shrove Tuesday and festivals of the other major world religions.

Further details can be found in the plans and schemes of work.

#### **3.2 Curriculum Time**

The school gives 5% of curriculum time to religious education in line with the recommendations of the West Sussex Agreed Syllabus (2020). It is anticipated that the actual amount of time given each week will vary.

#### **3.3 Collective Worship**

The school follows the 'Collective Worship in Schools' – Guidance on Legislation document from West Sussex County Council:

- Each pupil who attends Rudgwick takes part in an act of collective worship<sup>1</sup> on a daily basis.
- The act of worship may take place at any time during the school day and may involve the whole school or parts of the school (for example key stages or year groups)
- Parents have the right to withdraw their children from worship
- Teachers have the right to withdraw from collective worship

<sup>1</sup>Worship is defined as: reflecting on something special or separate from ordinary school activities, for example reflecting meaningfully on life. The time should allow children who want to worship to do so.

### **4 Assessment, recording and reporting**

Teachers use a variety of means of assessing pupils work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:

- the regular reviewing of pupils work;
  - observing the work of groups and individuals and recording the outcomes;
  - marking termly projects;
  - passing RE books from class to class with the pupils as the pupils move through the school.
- Pupils' achievement in religious education is reported in the annual report to their parents.

### **5 Equal Opportunities**

The school Equal Opportunities Policy is used throughout the curriculum and must be adhered to at all times. In addition it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

## **6 Foundation Stage**

All registered pupils in schools must be taught religious education. For the purpose of religious education, pupils are considered to be registered when they join the reception class. From the time the pupil enters the reception class this religious education must comply with the Agreed Syllabus. Children in nursery classes are not subject to the requirements of the Agreed Syllabus but will cover appropriate material related to the early learning goals.

Religious education can make an active contribution to all six areas but has a particularly important contribution to make to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development.

## **8 Inclusion**

Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. This Syllabus for religious education contains many references to the role of religious education in challenging stereotypical views and appreciating, positively, differences in others. It enables all pupils to consider the impact of people's beliefs on their own actions and lifestyle and also highlights the importance of religions and beliefs and how religious education can develop pupils' self-esteem.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education
- meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in religious education, some pupils may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed
- help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT
- a non-visual way of accessing sources of information when undertaking research in aspects of religious education, for example using audio materials.

## **9 Management**

The day to day support for religious education is provided by the coordinator who is responsible to the headteacher for:

- devising and maintaining the scheme of work;
- supporting teachers in their medium and short term planning;
- developing and maintaining the R.E. portfolio;
- attending relevant in-service courses to keep up to date on religious education and reporting to staff;
- managing the resources for religious education
- producing an action plan setting out the priorities for religious education;

## **10 Withdrawal**

- parents have the right to withdraw their child from religious education lessons.

## **11 Resources**

Reference books are available for staff use and are kept in the staff room and the R.E. resource area. Detailed lists of the resources are available and can be found in the subject leader's file. Books, artefacts, DVDs, CDs and other resources for classroom use are available from the R.E. resource area. A range of R.E. books can be found in the library.

Further resources can be borrowed from the Schools' Library Service or through the County R.E. loan collection.

## **12 Community Links**

The school has good links with the Holy Trinity Church; Reverend King supports the school and the church is used for the annual harvest festival and Carol Service.

A range of special occasions is planned throughout the year to which parents and friends are invited. These include a Christmas Celebration; the Harvest Festival and the Leavers' Service. The school supports a wide range of charities both in Britain and worldwide.

**Appendix 1:**

**EYFS**

Children can talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities between themselves and others, and among families, communities and traditions.

When learning about a festival e.g. Christmas, Chinese New Year – children can discuss their likes and dislikes or which parts they can relate to.

Pupils handle and discuss religious artefacts with care and discuss why they might be special to people.

Pupils develop a sense of right and wrong and how to make these choices, knowing that different people have different views.

Understand that there are rules – know the school rules and values.

Themes for KS1	Year 1	Year 2	Themes for Ks2	Year 3	Year 4	Year 5	Year 6
<i>Core beliefs, ideas and symbols</i>	Explore and retell the Christian creation story (old testament) <a href="#">Remember some of the Christmas story</a> Explain that Jesus is special for Christians <a href="#">Talk about how Jewish people celebrate the Shabbat (the Jewish day of rest that happens each week) – link to the Christian day of rest</a>	Remember and retell a story about Jesus being kind/showing friendship – Bible stories. <a href="#">Explain that Jesus was a gift from God</a> Know the events of Palm Sunday and Easter <a href="#">Talk about Jewish practices</a> Explore how Jewish people show commitment to God	<i>Core concept, beliefs and ideas</i>	Describe some of the ways Hindus celebrate Diwali  <a href="#">Explore Christmas symbols</a>	Explore how Muslims show commitment to God  <a href="#">Start to explain that Jesus was God in human form</a>	Use correct vocabulary to describe how Sikhs show their faith.  <a href="#">Describe what Christians learn from the Christmas story</a>	Explain what makes Jewish people believe they have a special relationship with God. <a href="#">Explain the significance of why Mary was chosen as Jesus' mother.</a>
<i>Expression of faith</i>	Begin to ask questions about the faith communities in our school – how do people worship at home e.g. Easter, Christmas. <a href="#">Explore how Christians worship in church – artefacts and significant symbols. Visit to church</a>	Ask and respond to questions about why religious communities do things <a href="#">Explore how Jewish people worship at the synagogue – artefacts and significant symbols. Visit to synagogue.</a>	<i>Practise – how people express their beliefs</i>	Describe a Hindu ritual which happens at the river Ganges. <a href="#">Understand that for Hindus Brahman is everything.</a> Recognise what I think about some Hindu beliefs – showing respect <a href="#">Explore viewpoints about 1 of Jesus' miracles.</a>	Describe how Muslims might try to lead lives respectful to God. <a href="#">Identify the things that I find puzzling about Islam – with respect</a> Tell you why Jesus' death is important to Christians.	Explore how both Christians and Sikhs show commitment to God. <a href="#">Understand that there are different degrees of commitment.</a> Explore forgiveness in a Biblical text.	Describe different ways in which Jewish people show respect to God. <a href="#">Identify how it would feel to keep Kasrut.</a> Say how some events in Holy week tell Christians Jesus' purpose and identify.
<i>Identity/</i>	Learn and explore the daily life of a Christian – special clothes,	Learn and explore the daily life of a Jewish person –	<i>Identity</i>	Explain how Diwali might bring a sense of belonging	Discuss how Muslims feel a sense of	Explore different ways in which Sikhs	Describe how Jewish people might express

<i>daily life</i>	<p>food, personal devotion. Visit from Rev. Martin</p> <p>What rituals and traditions do they celebrate to mark special events?</p>	<p>special clothes, food, personal devotion. Visit from a Rabbi</p> <p>What rituals and traditions do they celebrate to mark special events? – make connections to Christianity to compare and contrast.</p>		<p>to Hindus.</p> <p>Explore what Christmas means to me.</p> <p>Start to explore my own views on Jesus' miracles and resurrection.</p>	<p>belonging when they are praying</p> <p>Identify ways in which Muslims can be stereotyped</p> <p>Explore different people's views on Christmas.</p>	<p>share.</p> <p>Say if I think sharing is important to Sikhs.</p> <p>Describe what Christians might learn about the afterlife from Bible stories.</p> <p>Consider whether Jesus knew he was going to be crucified.</p>	<p>their special relationship with God.</p> <p>Describe ways in which Christianity seems to be a strong religion today.</p> <p>Explain why there might be different ways to show commitment.</p>
<i>Social action – putting beliefs into action</i>	<p>Look at how communities and organisations work together to do good.</p> <p>Christian Aid and church groups collecting for charity.</p>	<p>Look at how communities and organisations work together to do good.</p> <p>Tikkun Olam – A Jewish concept defined by acts of kindness.</p>	<i>Social action – inspirational people of faith</i>	Martin Luther King	Mother Teresa	Pope Benedict	Del Lai Lama
<i>Asking big questions and making connections</i>	<p>Think about the special things that happen to them and others – events they celebrate.</p> <p>Identify things that they find interesting or puzzling in the RE they have studied.</p> <p>Express an option about creation. Talk about how we got here.</p> <p>Talk about my friends and why I like them. What does it mean to be a good friend?</p>	<p>Realise that some questions that cause people to wonder are difficult to answer.</p> <p>Explain why we should be kind – with reasons.</p> <p>Discuss why Christians believe God gave Jesus to the world.</p> <p>Suggest the most and least important things Jewish people do that God asks them to do.</p> <p>Offer own option about the empty tomb on Easter</p>	<i>Explore philosophical questions</i>	<p>Suggest ideas for good ways to treat others from their learning.</p> <p>Find at least 2 teachings from religions about how to live a good life</p>	<p>Discuss their own and others ideas about how humans do bad things and how people try to put things right.</p> <p>Ask important questions about how forgiveness is possible.</p> <p>Discuss own ideas about how people decide right &amp; wrong</p>	<p>Discuss their own ideas about the importance of values to live by – comparing them to religious ideas.</p>	<p>Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</p>



