



**Heather Garth
Primary Academy**
Stars Aiming High

Religious Education and Collective Worship Policy

Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

This policy will be reviewed by the Senior Leadership Team on a 2 yearly basis

Date of Issue: Summer 2021

Chair of Governors Signature

Headteacher Signature

Date of next review: Summer 2023

Religious Education and Collective Worship Policy

Religious Education is invaluable in an ever-changing world and as such the intent of our RE curriculum at Heather Garth is to deliver a curriculum which promotes understanding of world religions and enables pupils to combat prejudice and to promote respect, sensitivity and cultural awareness.

At Heather Garth we believe that Religious Education has a significant role in the development of pupils' spiritual, moral, social and cultural development. Therefore, it is our aim to engage, inspire, challenge and encourage pupils. This will equip pupils with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.

The curriculum is delivered in line with the legal requirements and guidance from the Barnsley Local Agreed Syllabus (LAS), 2020. The planned programme of study builds on previous learning. Through their R.E. learning, pupils are able to make links between their own lives and those of others in their community and in the wider world. They will develop an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. R.E. offers our pupils the means by which to understand how other people choose to live and to understand why they choose to live in that way.

It makes links to similarities and identifies differences of all religious beliefs so that pupils know more, remember more and understand more but is planned in such a way that it is accessible to all and maximises the outcomes for every child; allowing them to prepare for adult life.

The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, whilst taking into account the teaching and practices of the other principle religious traditions represented in Great Britain.

In Early Years Foundation Stage (EYFS), RE is not taught as a discrete curriculum area however, early learning goals lead into RE attainment targets. R.E. can contribute to all six areas of learning in the EYFS and it is taught through a range of themes.

In KS1 and KS2 "there is a systematic study of Christianity and the other 5 principal religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism)".

Whole School	Christianity
Year 1	Islam
Year 2	Judaism
Year 3	Islam
Year 4	Hinduism
Year 5	Buddhism
Year 6	Sikhism

Each programme of study is split into 6 questions

1. Why are these words special?
2. Why are some places special?
3. How can faith contribute to community cohesion?
4. Why are sometimes special?
5. What can be learnt from the lives of significant people of faith
6. How do I and others feel about life and the universe around us?

These questions are designed to guide and shape pupils' learning in RE across the years of schooling. Pupils begin to handle the key questions very simply, moving on to learn about and respond to religious objects and ideas, to describe for themselves, to analyse information, and increasingly to develop the ability to draw thoughtful and balanced conclusions.

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Time Allocation

'The Dearing Review of the Curriculum' (1996) and the Barnsley SACRE recommends a minimum of 36 hours per year for RE at Key Stage One, and 45 hours per year at Key Stage Two, a recommendation endorsed by the Barnsley LAS, 2020.

At Heather Garth we teach RE as 6 blocks over the 6 half terms of the academic year, 2 blocks on Christianity and 4 blocks on the specified religion for the year group. Time allocated is spread over the half terms to ensure that the recommended time is met.

RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

Experiences and enrichment opportunities

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection
- participating in assemblies
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

Cross-curricular work is encouraged, in-line with the whole school policy on teaching and learning.

Withdrawal

We note the rights of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum, which can be taught to all pupils, by all staff. Please refer any questions from parents about withdrawal, to the subject leader or Head teacher. Support on issues of withdrawal is available from Barnsley SACRE.

Heather Garth Primary Academy Collective Worship

Statutory Duty of School

It is a legal requirement that all registered school aged children take part in an act of collective worship every day (apart from those who have been withdrawn from this by their parents). These acts of worship must be 'wholly or mainly of broad Christian character'. They must also be 'appropriate, having regards to the ages, aptitude and family backgrounds of the pupils' (Education Reform Act 1988).

"All schools must provide religious education and daily acts of collective worship as set out in the legislation for Local Authority-maintained schools and funding agreements for academies and free schools." ('RE and collective worship in academies and free schools.' 18 December 2012). The curriculum will include provision for religious education for all pupils on the school roll. The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain. The RE which is provided shall be in accordance with the Barnsley Local Agreed Syllabus (LAS) 2020.

Background to collective worship at our school

Families who send their children to this school are in the main 'nominally' Christian, and there are some practising Christian families. In addition, there are children who are from other religions other than Christianity and some non-religious backgrounds. To be an inclusive school we have to recognise that in asking our children to worship, we have to consider, and be sensitive to, the home background of our children. The faith background of both the staff and each child's family is respected at all times. We work to the Barnsley LAS 2020.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity, and we intend to be sensitive to the home background of each child. We are glad to have the active support of members of local faith communities in RE and in general.

We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

Right to withdraw

Parents have the right to withdraw, wholly or partly, their child from collective worship, they are not obliged to give their reasons. Any parent wishing to exercise this right should consult the Headteacher. A register is kept by the Head teacher of all the children withdrawn from collective worship. Teachers may also withdraw from collective worship if they wish.

Aims and purpose

We believe that collective worship supports and strengthens every aspect of school life. Our caring ethos and the value we place on the development of the whole child: spiritually, morally, socially, culturally, and intellectually is reflected in our worship.

Through collective worship we aim:

- to provide an opportunity for children to worship God
- to provide an opportunity for children to consider the purpose and meaning of life
- 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 provide an opportunity for calm reflection

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Organisation of collective worship

We hold a daily act of collective worship which is provided in a variety of different ways. This may form part of our whole school Assembly time and our Key Stage 1 and Key Stage 2 assemblies. It may include music, song, stories, shared experiences, reading from sacred texts, prayer and reflection. On non-assembly days the class teacher will lead the collective worship in the classroom. The activity is 'appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils.

We conduct collective worship in a dignified and respectful way. We tell children that collective worship 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 thoughtful and to listen carefully to the teachings and participate in the experience. We create an appropriate atmosphere by using music and sometimes an object as a focal point.

The head teacher and other members of staff lead collective worship on a rota system. We also organise visitors from different religions to regularly conduct assemblies. Assemblies have themes. These generally link to the Christian faith, festivals and events. Assemblies also link to celebrations or events in other world religions.

One weekly assembly reflects on the achievement and learning of children. It allows us to celebrate children's achievements in and out of school, promote the school's ethos of valuing children, recognising achievement and celebrating the successes of all children.

To promote the community spirit of the school we invite parents to celebration days whenever possible. This is a practical way of demonstrating that home and school work together supports the achievements of our children. We welcome governors to attend our celebration days at any time.

Changes to Collective Worship during the COVID-19 pandemic

Collective worship and celebrations of learning are held in classrooms due to the Government guidance, '*You should avoid large gatherings such as assemblies or collective worship with more than one group*'

Therefore, during the COVID-19 pandemic the children access assemblies/collective worship and thoughts for the day etc online. This is uploaded every week for the class teacher or child, during lockdown, to access. Thoughts for the day and reflections are used as a meaningful way to provide opportunities for emotional, social, and spiritual development and an opportunity to worship as appropriate.

Celebration of learning is acknowledged in classrooms or by post during lockdown. This is then uploaded onto the school blog.

However, it is also important that planning collective worship assemblies does not put undue pressure on headteachers and teachers, at an already stressful time.

Assessment

We report on pupil's progress and attainment in RE to parents, as required by law. Work is regularly monitored by teachers and subject lead and assessed against the learning outcome set out within the graduated programme of study.