



West End Primary School

Excellence, Confidence, Compassion, Happiness
Personal Responsibility, Social Responsibility, Environmental Responsibility

Religious Education and collective worship policy

Person responsible: Sharan Gill (RE subject leader)

Approved: November 2023

How this Policy was developed

This policy was developed by Jennie Johnson, the teaching staff and head teacher at West End Primary School.

Reference has been made to the Leeds Syllabus for Religious Education 2015- 2020.

This policy also links with SMCS, SEAL, Global Learning PHSE, Equal Opportunities and Collective Worship.

School Context

West End Primary School has around 270 Pupils on roll. The school is situated in an area of privately owned properties in an affluent area of Leeds, however the school has a wide catchment area which covers a range of rural and less affluent areas. Children come to the school from both single and dual parent families. The majority of children are of white British heritage. The proportion of children with statements of their special educational needs is below average as is the proportion identified with special educational needs within school.

Aims and Values

Children;

- To raise the standards of achievement of the pupils at West End Primary School.
- To enable pupils to develop critical thinking skills.
- To encourage enthusiasm and fascination about the subject.
- To respect all religions and religious beliefs.
- To understand the practise of other religions and world views.

We will provide;

- School values which promote social responsibility through community cohesion and celebration of difference.
- A rich learning environment which stimulates and supports each child's development.
- An integrated programme of teaching which ensures a broad and balanced range of experiences for every child (visual, oral and kinaesthetic).
- Well planned learning opportunities that ensure continuity, progression and differentiation covering religious and world views.

The Senior Leadership team will:

- Set high expectations.
- Monitor teaching and progress.
- Support the subject leader and individual teachers.

The Governors will:

- Be well informed of progress and developments.
- Support the staff in school in implementing the policy for RE.
- Monitor and review progress (alongside the Headteacher).

The Subject Leader will:

- Keep staff well updated of changes and developments.
- Ensure that the Leeds guidance is adhered to.
- Encourage a whole school approach to teaching.
- Lead by example, showing a thorough understanding and enthusiasm for the subject.
- Offer support to staff with planning, teaching and assessment.
- Work alongside the SLT to monitor and evaluate the subject.
- Identify INSET needs and deliver these.

The Teaching Staff will:

- Follow the objectives set out in the scheme of work as advised by the Subject Leader.
- Develop the Enquiry model of learning about religions and world views.
- Monitor teaching and learning and identify ways in which the children can progress.

Parents will:

- Be encouraged to develop a positive attitude towards learning.
- Be encouraged to support their child's learning at home.
- Be well informed of their child's progress through verbal and written reports.

RE in West End Primary school will cover:

At West End Primary School we value the role that an understanding of religions and other world views has to play in the development of children as resilient and critical thinkers. We stress the values of tolerance, empathy and understanding and give the children the opportunities to learn about the ways in which followers of Christianity, Islam, Judaism and Sikhism express their beliefs. We also share an understanding of the different festivals that are significant to our children, their families, school and the wider community.

Inclusion

At West End Primary we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal

opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. The variety of ways that the provision for specific inclusive groups can be met can be seen in the Inclusion Policy.

Assessment and record keeping

At West End Primary School we are continually assessing and monitoring teaching and learning as an integral part of our teaching process. The individual needs of every child are monitored through their contributions to class topics.

Planning and Organisation

RE topics are identified in the long term plans for each year group, for each term (see class pages and subject pages on the school website for further information). The subject leader ensures that these combined topics meet the objectives in the Leeds Syllabus. The nature of the learning approach requires staff to be flexible and to be able to share in the children's enquiry.

Cross-curricular links

These will be made where appropriate.

Resources

There are resources held centrally on the school IT system. Visits to religious settings and visitors from our community are a significant resource base and enrich our RE curriculum.

Collective Worship

Children and staff at West End come from a wide range of religious backgrounds and whilst our policy is in line with the legal requirement, we draw on beliefs and traditions from a variety of faiths many of which share characteristics with Christianity. The faith background of both staff and the child's family is respected at all times.

Collective Worship Aims and Values

- To provide opportunity to reflect on Christian values and their own beliefs.
- To reflect and strengthen the caring ethos of the school.
- To provide a special time in the school day for children to develop a reflective approach to life.
- To encompass all aspects of school life and all areas of the curriculum so that every pupil and every member of staff may feel involved.
- To develop their respect for others' feelings and beliefs.
- To develop the feeling of belonging to a community and a shared understanding.
- To develop thinking about moral and spiritual issues and questions regarding equality, social justice, human rights and conflict.

Legal Requirement

It is a legal requirement that all registered school-age pupils take part in an 'act of worship' each day. These acts of worship must be "wholly or mainly of a broadly Christian

character” for the majority of the time. They must also be “appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils” (1988 Education Reform Act and the Education Act 1993). Under this act, parents also have the right to withdraw their child from collective worship if they so wish.

Assemblies

In assemblies we may:

- Focus on a theme or moral teaching.
- Celebrate special occasions together, including multi-faith religious festivals.
- Welcome parents and other members of the community to share in our festival performances.
- Discuss nation and global days of importance (eg, world environment day / world peace day)
- Share concern for and interest in the daily happenings of school life, the local community, and the wider world, for example through focusing on national or international events and global issues.
- Share and show appreciation for projects undertaken by groups within the school and the achievements and talents of individuals.
- Celebrate pupil and school achievements.

Organisation

Assemblies are led by senior members of staff at least three times a week. Class teachers are responsible for reflective time within the classroom on any days an assembly is not held.

Twice yearly each class, led by their teacher, deliver an assembly which is related to the class theme/topic. These assemblies have a reflective element, celebratory song or thinking time as a part of the assembly.

Visitors (from within our community and wider) may take an assembly from time to time or contribute to a special assembly e.g. Harvest / Remembrance.

As part of the assembly there may be stories, drama, singing, music, readings and time for quiet reflection or prayer. *Children who do not take part in prayers will be invited to think and reflect during this time.*

APPENDIX 1

Guidance on Collective Worship (from the Leeds SACRE statement)

Worship is to be 'wholly or mainly of a broadly Christian character'. This is defined as 'reflecting the broad traditions of Christian belief without being distinctive of any particular denomination'. An act of worship that is broadly Christian need not only contain Christian material.

These 'broad traditions' can encompass such themes as

- ❖ **Forgiveness**
- ❖ **Justice**
- ❖ **Love of one's neighbour**
- ❖ **Festivals**
- ❖ **The moral and spiritual dimensions of human experience**

as well as

- ❖ **The teachings of Jesus**
- ❖ **Issues and questions** that Christians and others address as **fundamental to life and living**, like stewardship (e.g. The Environment)

The 1996 Act does not apply to Nursery Classes.

It is significant that the ERA (1996 Act) requires **collective worship**, not **corporate worship**. Corporate worship is offered by a group of people who share a set of religious beliefs or faith. The use of 'collective' recognises that people have different beliefs and attitudes and that assembling together is an educational activity.

The Act also recognises that worship is **not** church worship. It does **not** prescribe hymns, prayers or Christian rituals.

Appropriate opportunities might include:

- ❖ Opportunities for **celebration** and **reflection** (e.g. celebrating a sports team working together, reflecting on behaviour in school, etc.)
- ❖ Using **sacred writings** (up to 49% can be from other faiths)
- ❖ **Stories** to illustrate religious themes (e.g. kindness, love, respect, awe, etc.)
- ❖ **Meditation** (e.g. using a candle for a quiet thought)
- ❖ **Prayers**

Pupils may have opportunities to respond through (for example)

- ❖ **Music**
- ❖ **Drama**
- ❖ **Dance**

The Act encourages schools to take into account any relevant circumstances relating to the family backgrounds of pupils and therefore themes that are relevant to Christian and non-Christian alike.