



Primary R.E Policy

Introduction

The children in our school come from a variety of ethnic backgrounds such as Christianity, Hinduism, Sikhism and Muslim. We also have pupils that are Jehovah's Witnesses.

We take seriously the role of R.E as a core subject and have a section devoted to it in an annual report on each child within each Key Stage. The approach to R.E is inclusive and multifaith. Pupil's religious backgrounds are seen as enhancing the life of all the children in the school. Our open and educational approach encourages pupils to learn from religions and to understand each other. The contents of our teaching take seriously the role of Christianity as a living religion and also the diverse nature of our society and the world religions represented in it.

Curriculum Provision and Content

The role of the R.E co-ordinator is to help resource the teaching of this subject for one hour each week and a significant amount of time in the Foundation Stage. The scheme of work is based on the Barking and Dagenham Agreed Syllabus: Faith and Meaning in the 21st Century. It provides guidance for teachers and encourages them to use interactive whole class teaching related to focused learning intentions. The Minimum Expected Standards in the Agreed Syllabus should provide a basis for task setting, assessment and progression.

Within R.E, all of our pupil's are entitled to:

- ❖ access a wide range of resources which include ICT
- ❖ express freely their own ideas
- ❖ meet religious believers
- ❖ visit places of worship
- ❖ be still and engage in quiet reflection
- ❖ work collaboratively with others

Festivals

R.E and Citizenship

2. Study of Three World Religions (Islam, Hinduism and Sikhism)

3. Christianity

The scheme of work shows resources and lays out a process of teaching to ensure a properly balanced and effective lesson.

R.E in the Foundation Stage

Religious Education has a special importance to the Foundation Stage. It promotes the spiritual, moral and personal development of children and makes a vital contribution towards helping children to make sense of the world in which they live and will invariably shape. Both the Agreed Syllabus and the Early Years Foundation Stage (EYFS) emphasise the importance of spiritual and moral development of pupils in these year groups.

Pupils in the Reception year of the Foundation Stage follow a scheme of work.

The scheme of work has been developed to provide ideas and information to support the teaching of all children and will help prepare them for Religious Education in Key Stage One.

It is based on the Barking and Dagenham Agreed Syllabus for Religious Education and aims to treat children as spiritual beings with intuitions, ideas and beliefs. It therefore not only promotes understanding of their own cultures and beliefs but also those of other people.

The primary aim of the Scheme of Work is to assist children to learn both *About* religion and *From* religion in order to promote their spiritual, moral and personal development. It therefore looks at two key areas:

- ❖ Knowledge and Understanding of the World
- ❖ Personal, Social and Emotional Development

R.E and its relationship to Parents and Governors

Parents have a legal right to withdraw their child from any R.E lesson. The inclusive and educational approach outlined in this policy is designed to reassure all parents about the educational nature of R.E. However, if parents wish to withdraw their child from R.E there is a formal process to facilitate this occasional occurrence.

The formal process includes:

1. Parents should write a letter or make an appointment to discuss the matter with the Headteacher.
2. The discussion will include dealing with the practical aspects of removing a child from the lesson and the fact that the school does not need to provide an alternative subject lesson to attend.
3. The school is always willing to discuss any concerns of parents regarding R.E.

Identifying Gifted and Talented Children in Religious Education

The identification of children who are gifted in R.E should be approached on the basis of distinct R.E ability, skills, competencies and insights. The teachers' professional judgement is crucial as they know their pupils and their work, and bring their professional talent, expertise and awareness to the subject.

Any child that displays a particular gift or talent for Religious Education should be referred, by the classroom teacher, to a register for Gifted and Talented children.

These children will then be brought to the attention of the Religious Education Coordinator who will be able to adapt resources and/or schemes of work as necessary.

Children who are gifted in R.E are likely to:

- ❖ Show high levels of insight into, and discernment beyond, the obvious and ordinary;
- ❖ Make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
- ❖ Be sensitive to, or aware of, the mystery of life and have a feeling for how these are explored and expressed;
- ❖ Understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.

In more general terms they may also:

- ❖ Have highly-developed skills of comprehension, analysis and research;
- ❖ Show quickness of understanding and depth of thought.

(Adapted from: <http://www.nc.uk.net>)

Worship Policy

Rational

It is a legal requirement for our schools to have a daily Act of Collective Worship which in the main must be wholly or mainly of a broadly Christian character. This Act of Worship during school assemblies is seen as central to the ethos of our schools giving opportunities for members of the school community to reflect upon the beliefs and values which bind the schools together. The Act of Worship is a focus for the moral and spiritual development of pupils within our schools. Collective Worship is an assembly which is spiritual and educational. It will allow those with a religious commitment the possibility of entering into worship and those with no religious commitment to sense what worship is and to reflect deeply. In this way we aim both to affirm and to protect the integrity of all members of the school communities.

Collective Worship contributes to the spiritual development of pupils by providing them with opportunity to reflect upon the meaning of things, experience times of quiet and hear stories from religious sources and other literature which speak of meaning, purpose and the Divine.

It contributes to moral development by enabling pupils to reflect on matters of right and wrong, hear about incidents which exemplify goodness and learn about religious teaching concerning moral and ethical values. The social development of pupils is assisted by sharing times of joy and sadness with others, learning how to behave appropriately within a specific social setting and gathering with others for a common purpose.

Cultural development is enhanced through listening to music, reflection upon ideas of beauty and appreciating the talents and gifts found within our school communities and beyond. The intellectual development of pupils will be enhanced by the engagement of their minds with the key ideas that underline moral and spiritual thinking.

Section 7 of the 1988 Reform Act requires that collective worship should be appropriate for the ages, aptitudes and family backgrounds of the pupils of the schools. We would wish for our children to enjoy, participate in and learn from this important occasion.

Purposes

1. To promote a sense of community within the schools, celebrating the diversity of beliefs and contributing towards a sense of cohesion, stability and shared values.
2. To help children express their emotions, develop empathy, strengthen their own self-image and reflect upon their beliefs, values and lifestyles.
3. To promote the moral and spiritual development of children by using themes and materials that encourages them to be loving, reflective, sensitive, striving and self-knowing.
4. To enable those who wish to celebrate and honour God or ethical ideas of great importance by use of religious material from Christianity, other religions and ethical life stances.
5. To teach children about experience of worship through appropriate music, readings, worshipful activities, speakers and prayer. Prayer should be used as an invitation to listen and pupils given opportunity to observe. Music should be carefully chosen that is appropriate for most of the pupils to sing. Feelings and attitudes of awe, wonder, reverence and compassion should be encouraged and harnessed. Reference will be made to God and Jesus as appropriate (but being sensitive to the nature of the school community).
6. To know and understand the importance of religious stories and ideas found in Christianity and other religions. These stories should be used to help pupils in their quest for truth, justice, ways of caring for the environment and encouraging love and respect for the self and the other person.
7. To build festivals from both Christianity and other religions into the yearly programme of the school as appropriate. Our schools will both make good use of the Christian festivals of our culture but also acknowledge and explore the cultures and religious beliefs of major world religions.
8. To develop awareness of, reflect upon and pray for the needs of the wider world community.
9. To help our children understand the faith and customs both of fellow pupils in the school and the wider multi-faith community.

10. To have an enjoyable, profound and stimulating experience that will inspire them in their daily lives.
11. Children will be encouraged to participate through reading, music, showing their work and drama.
12. Worship that is inclusive will recognise that there are many forms of commitment, religious and non-religious, and that there are a variety of forms of religious commitment. It will acknowledge and take into account of the variety of beliefs and cultures within our society.

Guidelines

Legal Rights and Collective Worship

The Rights of the Parent

Parents may ask for their child to be withdrawn from collective worship. This applies to all maintained schools, LEA, controlled and aided schools. Parents wishing to withdraw their child should make an appointment to discuss the arrangements with the Headteacher. It is hoped that this will be an occasional matter as the school wishes to create an environment in which all children can participate. The policy of our schools is to gain the confidence of the schools, governors, parents, children and staff. Children should be affirmed in their own faith and learn from the faith of others.

Issues around Collective Worship

Anyone invited to lead an assembly must have been notified to, and have the approval of, the Headteacher. Both staff and visitors will be made aware. The visitor should be provided with all the necessary information which would include our school statement about the purpose of collective worship, the relevant theme, the size and age range of the group, timings, equipment which is available, car parking facilities and anything else that is needed.

1. Sensitivity to cultural diversity is essential as well as a positive attitude towards equal opportunities.
2. Prayers must be introduced in a way that is sensitive to the mixed nature of the school community as invitation to pray in such a way that a variety of responses are possible e.g. "and now in a moment of quietness, I want you to listen to some words which are very special for Christmas. Think about these

words or other words which are special to you". It should be possible for the great majority of staff and pupils to empathise with the words of prayer.

3. Pupils should be invited to participate or observe the worship, prayer or song.
4. All beliefs and values referred to in the Act of Worship should be those that bind the school together into one community.
5. A speaker can share his/her faith and invite reflection, but not to preach to convert.
6. Collective worship should be in dialogue with the school curriculum by providing an opportunity to reflect on and highlight classroom work. It can provide ideas and suggestions which can be followed up in the classroom. There is a special relationship with RE in that beliefs and values will often be the focus of collective worship as will celebration and festivals.

Timing, Structure and Organisation

All Year groups meet together during the week for Collective Worship. For the remaining days, they meet in their own Year groups. The Foundation Stage also meet daily, but within their own year group.

The worship may be led by the Head teacher, Deputy Head teacher or other members of staff. The school follows a detailed plan outlining themes for each week. Assembly boards for each Key Stage display the theme for the week and the assembly theme book outlines stories, poems and prayers that are to be followed. A log book is used to detail the main points of the worship.

Resources

The R.E Co-ordinator is responsible for collecting all relevant worship resources.