



Capel Primary School



RE Policy

Next Review Due: **Autumn 2015**

Staff

04/02/14

Sub Committee

11/02/14

Govs

04/03/14

POLICY FOR RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Status

R.E. is accorded the status of a core subject, and the same high expectations of quality are made as for all other subjects. We expect to motivate children positively, as far as possible, and rewards such as Capel Credits are used when appropriate.

Aims & Objectives

To gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity.

To enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious practice.

To enable pupils to consider ways in which beliefs, values and traditions might have significance in their own lives.

Education concerns the whole person: body, mind and spirit, and R.E. has a crucial function within that. Our whole curriculum is intended to be broad and balanced and our school ethos promotes the spiritual and moral development of pupils, but in R.E. these issues are made explicit and set within the context of a knowledge of the shared values and beliefs of the communities around them. We wish children to have a positive and healthy view of themselves and their own value in the world, and to have a sensitive, sympathetic and supportive attitude to others. We want children to grow up into mature, self-reliant, responsible and caring adults, able to accept their responsibilities in the world.

We intend our children to gain a knowledge of their National Christian heritage and of some other religions represented in the U.K. They should be able to develop their own personal responses to spiritual, cultural and moral issues. In compliance with the 1988 Education Reform Act we use R.E. to promote respect, tolerance and understanding for those of other faiths, and to help children to recognise the influence that beliefs, values and traditions have on people's lives. We also want children to appreciate the value of studying religion as a subject.

Our R.E. teaching is not denominational and not aimed at making converts to any particular religious view.

From a pupil's arrival in this school, we seek to build on their experience of life, family, friends and special occasions, and to introduce them to stories pictures, places and artefacts used in different religious traditions. In KS1 we aim to enable pupils to begin to understand and use religious and moral concepts, develop positive attitudes and be caring in their relationships. By the age of seven they should also have a sense of wonder for the natural world, a simple religious vocabulary, and be familiar with some key figures in different religions. They should be able to ask relevant questions and begin to reflect on answers. They should be able to celebrate achievements, festivals and other special occasions.

In KS2 we aim to enhance earlier learning and to increase the range and depth of the children's knowledge, understanding and personal development. They will be introduced in more detail to other world religions, and learn more about their key figures and founders. They will also have an awareness of religions in communities and of the importance of holy books in world faiths. They should be able to reflect on and articulate spiritual, and moral ideas and evaluate their own feelings and behaviour. By the time they leave the school they should have a clear sense of their own identity and value, and feel positively about themselves and others, including those whose beliefs are different from their own.

Leader's Role

All members of staff currently teach R.E. in accordance with the scheme of work.

The Leader is responsible for:

- providing the scheme of work
- resourcing
- managing the R.E. budget
- training and INSET
- monitoring of teaching and children's work assessment

Planning

Long term planning sets out the work to be covered in each year. This is in keeping with the new Kent Agreed Syllabus. (React)

Teachers' medium term plans show how each unit is covered during the term.

Short term plans show lesson objectives, activities and differentiation.

Capel Primary School has made a whole-school transition to the current Kent Agreed Syllabus for RE. The scheme of work is taken from the new documentation and the staff trained regarding any changes and developments. All Medium Term Planning is based on the new Scheme of Work.

Every teacher has a KAS folder containing the Scheme of Work, support notes, guidance about the use of the scheme, and level descriptors for assessment purposes.

Concepts, Attitudes and Skills

We aim to develop:

- a sense of wonder ,worship and celebration
- a sense of relationship and caring
- the ability to communicate feeling and ideas
- a sense of self-worth and specialness
- a responsible attitude to others
- tolerance for those who are different
- awareness of family and community
- the ability to ask moral and spiritual questions
- a religious vocabulary

- a sense of moral values
- an awareness that life is a journey of learning and discovery
- a knowledge of other faiths
- assembly preparation and presentation
- a knowledge of some key religious figures

A variety of teaching and learning styles will be used in order to promote learning. They will also draw on personal experiences and allow for self expression.

Teaching methods include:

- direct teaching
- brainstorming an idea
- personal research
- DVD
- I.C.T.
- use of artefacts and photographs
- art and craft
- cooking
- visitors
- poster making
- discussion
- drama and role play
- display
- creative writing

The relationship between teacher and pupil is crucial, as are the relationships between pupils. At different times children may work alone, in groups or as a whole class.

Assessment

Both teaching and assessment will be in relation to:

- a) factual knowledge and understanding
- b) evaluating and respecting the ideas
- c) application in making personal choices.

Staff understand that no assessment is made of pupil's personal religious commitment. Children will sometimes be asked to reflect on what they feel they have learned. Progress in R.E. is reported to parents on the school's report form at the end of each academic year.

Resourcing

A range of resources is essential as many ideas and customs will be foreign to the children's background. These include:

- books
- charts
- a class set of Bibles
- photographs

- DVDs/Interactive Whiteboard resources
- artefacts
- visits to relevant places
- visits by outsiders

Resources are kept in classrooms, the library, the RE cupboards and in the resources room.

A.E.N.

Pupils with special educational needs have an equally important contribution to make and need to have the same level of involvement. It is accepted that some tasks will be differentiated for them. Support staff may be involved and modified ways of recording may be used. The very able also need to be stimulated and extended. This will be addressed in teacher's short term planning.

Cross-curricular Links

Cross- curricular links are important, whether conceptual or factual. In fact, the choice of stories should be concept-led and not just on the basis of being a 'good story'. The best links are those that enhance learning, help children to make sense of what they are studying and help them to see the relevance to the real world. There are very substantial links with Citizenship and PSHE. Wherever possible opportunities will be taken to combine work to achieve common objectives.

School and class collective worship will make a significant input to the development of children's knowledge and understanding. They assist, for example, the development of ideas about the importance and nature of worship itself.

Equal Opportunities

The contribution of all pupils is valued and no-one will be discriminated against because of any views expressed. All children will have equal access to the curriculum regardless of age, gender, race or colour.

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive way in order to encourage a positive attitude towards that diversity.

It is understood that parents have the right to withdraw their children from R.E., though we hope they would not do this lightly.

It is also understood that any teacher has the right not to teach R.E., though the syllabus has been drawn up in a way that is not offensive to any faith or belief system.

Collective Worship

Collective worship in our school aims:

- to provide the children with the opportunity to worship
- to consider spiritual and moral issues
- to encourage participation and response through listening to, and joining in, the worship offered
- to develop community spirit
- to promote a common ethos and shared values
- to reinforce positive attitudes and a sense of self-worth
- to celebrate achievement

Assemblies

We provide a daily act of worship for every child according to the current Education Act. Parents have the right to withdraw their children if they so wish. This right is set out in the prospectus.

Our daily acts of worship may be in classes, key stages or as a whole school. The schedule is currently as below:

Monday	Tuesday	Wednesday	Thursday	Friday
Whole School	Key Stage 1 In Hall	Whole School	Key Stage 1 Class Based	Whole School
	Key Stage 2 Class Based	Visitor led if possible	Key Stage 2 in hall	Achievement or class assembly

Planning of Collective Worship

Assembly themes follow the Kent agreed cycle, and class based assemblies focus on the same theme. A class assembly usually celebrates an aspect of the work taking place in that class in any subject.

Friday assemblies include the awarding of achievement and birthday certificates.

Music in Collective Worship

We draw on a range of hymns and songs for collective worship. Most are from Come and Praise books 1 and 2. Others are more modern and recent. We endeavour to include some songs that are simpler and more suited to KS1 children, as their involvement and understanding is equally important.

Entry and Exit Assembly Music

Music for the children to enter and leave the hall will be drawn from a wide range of sources and chosen usually by the Music Subject Leader. Our aim is to set a mood for worship and to simultaneously introduce the children to a wide variety of genres and periods of music. These include: early, classical, modern, jazz, film, ethnic and choral. The composer and title of each week's music is displayed on the wall in the hall to promote the children's interest and knowledge of music, as well as introducing them to some of the specialist vocabulary of music. (e.g. sonata, symphony, concerto, etc.)

Visiting Speakers in Assemblies

Representatives from other places of worship are regularly invited to lead collective worship. Usually their input will match the current theme. Some visitors would come as representatives of other organisations, such as charities or safety training personal. This also helps to support the teaching of PSHE and Citizenship.

Policy Review

This policy for R.E. and Collective Worship will be reviewed annually.