



# Religious Education and Collective Worship Policy

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## **Religious Education**

Wordsworth Primary School aims to provide equality of opportunity for all children to develop their intellectual, social, moral and physical skills. Our teaching and learning policy provides the framework through which all curriculum areas are both taught and learnt.

It is a legal requirement to deliver Religious Education to all pupils registered at the school other than those in nursery classes, as stated by the 2002 Education Act. Section 80 identifies Religious Education as a distinctive part of the basic curriculum, alongside the National Curriculum. Religious Education has equal standing with other National Curriculum subjects and will be taught at Wordsworth School in accordance with newly revised 'Living Difference IV' (January 2022). This is the legal R.E. Curriculum document to be followed for the teaching of Religious Education across all Hampshire schools.

In Reception and at Key Stage 1 the annual time allotment for Religious Education is 36 hours and for Key Stage 2 it is 45 hours; there is a legal requirement to teach Religious Education at the Early Years Foundation Stage but this does not include a time allocation.

Parents have the right to withdraw their children from all or part of Religious Education. Children who are withdrawn will be suitably occupied and supervised. Teachers' rights are also safeguarded, should they wish to withdraw from the teaching of Religious Education.

### **AIMS:**

To provide opportunities for children to:

1. Develop their knowledge and understanding of, and their ability to respond to, Christianity and other principal religious traditions represented in Great Britain.
2. Understand and respect different religious beliefs, values and traditions, and understand the influences of these on individuals and communities.
3. Develop their own sense of identity and belonging, preparing them for life as citizens in a plural society.
4. Develop enquiry and response skills through the use of distinctive language, listening and empathy.
5. Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

The attitudes we wish to foster through our teaching of Religious Education are:

- Tolerance
- Respect
- Curiosity
- Open mindedness
- Self-understanding
- Wonder and appreciation.

### **CURRICULUM CONTENT:**

Religious Education must be taught according to the Agreed Syllabus produced by the local Standing Advisory Council for Religious Education (SACRE). The Agreed Syllabus for Southampton, Portsmouth and Hampshire is 'Living Difference' (2004).

The Department for Education Circular 1/94, paragraph 32 states that:

*'The law has always stated that agreed syllabuses must be non-denominational. Accordingly, they must not require teaching by means of any catechism or formulary which is distinctive of any particular religious denomination... syllabuses must not be designed to convert pupils, or to urge a particular religion or belief on pupils.'*

(see also Education Act 1994, section 26(2))

Thus, the Religious Education curriculum followed at Wordsworth Primary School seeks to explore religious traditions through concepts, rather than imparting religious subject knowledge. The breadth of study of 'Living Difference IV' requires schools to explore Christianity and other principal religions represented in Great Britain.

### **Living Difference IV:**

The Education Act 2002 states that:

- RE is a statutory subject to be taught in all schools except nursery schools
- RE in all community, foundation and voluntary controlled schools should be taught in accordance with an agreed syllabus
- Parents have the right to withdraw their children from RE lessons -see below for further information\*
- Each county/council must have a Standing Advisory Council for Religious Education (SACRE)
- The agreed syllabus for RE must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the other principal religions represented in the country
- An agreed syllabus must not be designed to convert pupils, or to urge a particular religion or belief on pupils
- SACRE should review its agreed syllabus every five years.

Within the '[Living Difference IV' syllabus](#), each unit has a concept (theme). This provides our children with an opportunity to reflect on the learning within their own lives and experiences, even if they do not practise the focus religion. RE units follow a cycle of enquiry which generally begins at Communicate or Enquire.

Across the school, we have four 'golden thread' concepts/ words that ensure continuity across the key stages. These themes are interwoven into the planning for every year group and ensure children continually build upon and deepen their understanding of these key ideas. They are: **community, belonging, special and love.**

At Wordsworth Primary School, **Christian traditions** are studied proportionately more than any other single religious tradition, as required by The Living Difference IV syllabus. The children will also learn about a comparative religion:

- Years R and 1- Christianity and Sikhism
- Years 2 and 3 – Christianity and Jewish faith
- Year 4 – Christianity and Hinduism
- Year 5 – Christianity and Buddhist faith
- Year 6- Christianity and Islam



We are a multi-faith school and as such, offer a rich and varied curriculum. RE is taught by starting from our children's own life experiences and relating these to similar or different experiences of other people in the local community and then the wider national and international community.

We continue to foster the links we have with local religious groups. We ensure cohesion and progression through staff discussions and the Subject Leaders' participation in 'RE Development Groups' run by Hampshire Inspection and Advisory Service (HIAS).

The curriculum overview (see appendix 1) is planned by the Subject Leader, in consultation with staff.

Class Teachers are responsible for their own short-term planning, which is adapted according to the needs of their class. Resources are regularly reviewed by the Subject Leader according to curriculum content.

### **MONITORING AND ASSESSMENT:**

The Subject Leader monitors the planning and implementation of the scheme of work. The Subject Leader assesses samples of children's achievement on a termly basis, in order to assess the effectiveness of the school's provision at each stage of the teaching and learning cycle of 'Living Difference IV'.

Reporting to parents on children's individual achievement is a legal requirement. This occurs as part of the Annual Report for all individual pupils, which is sent home at the end of the Summer Term.

It is an expectation that work completed in Religious Education be marked in accordance to the school's Marking and Feedback policy. Given that Religious Education is taught as a block, it is vital that feedback is given in a timely manner and will therefore frequently be given verbally. There should be evidence of verbal feedback, self/peer marking or a tip, tick and time given to respond to the talk back.

### **COLLECTIVE WORSHIP:**

Collective Worship is a time when the whole school, or groups within the school, can join together to consider, reflect on and discuss events, issues and interests, and also share and enjoy celebrations. Collective Worship offers the school community an opportunity to worship through engaging in relevant, meaningful experiences, providing opportunities for the pupils' spiritual, moral, social and cultural development.

### **COLLECTIVE WORSHIP AT WORDSWORTH PRIMARY SCHOOL:**

The daily act of Collective Worship at Wordsworth Primary School follows the requirements of the 1988 Education Reform Act which states that Collective Worship should be 'wholly or mainly of a broadly Christian character'. While adhering to these requirements we also ensure that our opportunities for Collective Worship also reflect other religious traditions that are represented within our school and the wider community. Parents have the right, under the 1988 Education Reform Act, to withdraw their children from Collective Worship. It is a legal requirement that all children attend unless their parents have exercised their right to withdraw.

### **AIMS:**

- ✓ To provide opportunities for the children's spiritual, moral, social and cultural development.
- ✓ To consider spiritual and moral issues which are wholly or mainly of a broadly Christian nature.
- ✓ To explore and share common and different beliefs, and appreciate and respect the importance of these religious beliefs to those who hold them. (UNICEF Article 30)
- ✓ To think of the needs of others and develop a sense of community.
- ✓ To celebrate achievements of others within our school community.
- ✓ To re-affirm, interpret and put into practice the values of our school community.
- ✓ To explore feelings such as awe, wonder, love, joy and pride.
- ✓ To provide a time of quiet for reflection, meditation and prayer.
- ✓ To encourage the children to participate and respond in various ways, for example, through listening and active involvement.
- ✓ To provide opportunities for children to explore, discuss and appreciate The United Nation Convention's Rights of the Child.
- ✓ To provide opportunities for children to develop an awareness of British Values.

### **THE PRESENTATION OF COLLECTIVE WORSHIP:**

Presenters may include the Senior Leadership Team, other members of staff, Governors, groups of

children and whole classes, and visiting speakers. Times of Collective Worship can be presented and enjoyed through a variety of ways such as using the children's work, music, singing, dance, drama, works of art, poetry, literature, video footage, photographs and the experience of real objects, artefacts, religious symbols and rituals.

### **IMPLEMENTATION:**

The Headteacher, senior leaders and class teachers are responsible for leading assemblies. Visiting speakers may also be invited. Collective Worship, whether in assembly; classrooms or common areas, will include the following:

Be acceptable to the whole community, staff and pupils.

Include a variety of elements at different times.

Involve the pupils.

### **ORGANISATION:**

Collective worship may be organised in whole school, year or class groups. It has a planned programme set out over the school year based around our school values, and also responds to local, national and world events. At Wordsworth, Collective Worship is organised as follows:

Year R, Key Stage One and Key Stage Two all have a daily collective worship session. Fridays have a theme of celebration. Weekly Phase Assemblies (R and 1; 2, 3 and 4; 5 and 6)

### **MANAGEMENT:**

It is the duty of the Head teacher (under the School Standards and Framework Act 1998) and the Governing Body to see that these arrangements are carried out.

### **THE CONTRIBUTION OF COLLECTIVE WORSHIP TO ASPECTS OF THE CURRICULUM:**

Collective Worship time is distinct from curriculum time. However, at Wordsworth Primary School Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the learning undertaken in classes. At times, Collective Worship will enrich in-class learning through its consideration of subject matter from different perspectives.

### **INCLUSION:**

All pupils will have equal opportunities to access Collective Worship, regardless of their race, gender, cultural background, ability, or of any physical or sensory disability. Children with Special Educational Needs are supported as necessary to access Collective Worship opportunities.

### **HEALTH AND SAFETY:**

The general teaching requirement for Health and Safety applies to Collective Worship. The details of the school Health and Safety Policy can be accessed via the school website or the school office.

### **WITHDRAWAL:**

Parents have the right to withdraw their children. The school remains responsible for the supervision of any child withdrawn from RE or collective worship, unless the child is lawfully receiving RE, or taking part in collective worship elsewhere. Children who are withdrawn by their parents will be provided with alternative activities in a safe environment. Parents need to give written notification to the Headteacher. All staff, including the Headteacher have the legal right to withdraw from the Act of Collective worship. The Headteacher remains responsible for finding someone suitable to organise and lead the acts of worship.

## Appendix 1:



### Long Term Planning Overview: RE Curriculum

		Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2	
Christianity and Sikh Faith	Year R	Autumn 1 – No unit for this half-term.	Special	Special	Special	Special	Special
	Year 1	Autumn 1 Theme: Candlelight at <u>Divali</u> and Advent Concept: Candlelight as a symbol (A) <b>Community</b>	Autumn 2 Theme: Nativity Journeys Concept: Journey's (A)	Spring 1 Theme: Special Clothes Concept: Special (A)	Spring 2 Theme: Easter Context: Sad and Happy (A) <b>Love</b>	Summer 1 Theme: Guru Nanak and the Gurus Concept: Wisdom0.: How do the Gurus show wisdom? (A)	Summer 2 Theme: Creation Stories Concept: Creation (B)
Christianity and Jewish Faith	Year 2	Autumn 1 Theme: Harvest Concept: Celebration (A) <b>Special</b>	Autumn 2 Theme: Light helps people to remember. Why is light important at Advent and Hanukkah? Concept: Candlelight as a symbol (A)	Spring 1 Theme: Passover Concept: Remembering (A) <b>Belonging</b>	Spring 2 Theme: Easter Context: Belief (A)	Summer 1 Theme: Shabbat Concept: Remembering (A)	Summer 2 Theme: Special Places - Church Concept: Specialness (A) <b>Special</b>
	Year 3	Autumn 1 Theme: Trees as a Symbol Concept: Symbol (A)	Autumn 2 Theme: Angels Context: Angels (B)	Spring 1 Theme: The One life Concept: Freedom (A)	Spring 2 Theme: Paschal Candle Concept: Ritual (B) <b>Community</b>	Summer 1 Theme: society Concept: responsibility <b>Belonging</b>	Summer 2 Theme: Ideas about God – Christian and Jewish Concept: God (B)
Christianity and Hindu Faith	Year 4	Autumn 1 Theme: <u>Divali</u> (Hindu Diwali) Concept: Good and Evil (A)	Autumn 2 Theme: Christmas: The Annunciation (visit of the Angel Gabriel to Mary to announce the Incarnation). Concept: Faith (B) <b>Love</b>	Spring 1 Theme: Rights of Passage - Hindu Concept: Ritual (B)	Spring 2 Theme: Making Choices Concept: Temptation (A)	Summer 1 Theme: Holi Concept-Good and Evil (A)	Summer 2 Theme: Death Ceremonies Concept: Ceremony (B) <b>Special</b>
Christianity and Buddhist Faith	Year 5	Autumn 1 Theme: The Buddha Rupa Concept: Peace (A)	Autumn 2 Theme: Christmas: the two birth narratives Concept: Interpretation (A)	Spring 1 Theme: Buddhist teaching Concept: Dukkha (suffering) (C)	Spring 2 Theme: Eucharist Concept: Symbol (B) <b>Community</b>	Summer 1 Child-led pondering time	Summer 2 Theme: Creation Concept: Stewardship (B) <b>Belonging</b>
Christianity and Islam Faith	Year 6	Autumn 1 Theme: How do people perceive God? Concept: Interpretation (A)	Autumn 2 Theme: Prayer Concept: Ritual (B) <b>Special</b>	Spring 1 Theme: Places of Worship (Church and Mosque) Concept: Sacred Places: Churches and Mosques (C) <b>Special</b>	Spring 2 Theme: The Empty Cross Concept: Jesus' resurrection (C) <b>Love</b>	Summer 1 Theme: Ramadan and Eid-ul-Fitr Concept: Ritual (B) <b>Special</b>	Summer 2 Child-led pondering time

Special
Community
Belonging
Love