

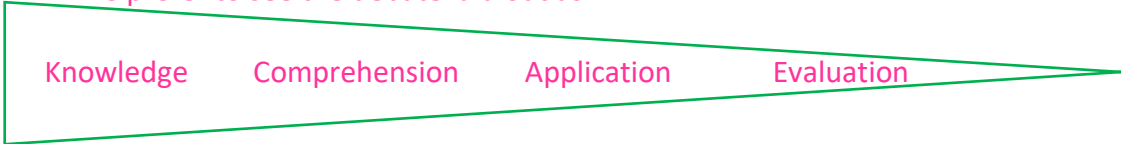
William Barnes Primary School

Name of school	William Barnes Primary School
Date of policy	21.11.22
Member of staff responsible	Laura Gilham
Review date	November 23

RE and Collective Worship Policy

GENERIC INTENT

Vision		Mission
*An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning	*Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour	Where every child counts
Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.		
Preparing Children for Life We believe that we are preparing children for 21st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.		
<u>Aims and Objectives</u> <u>At William Barnes Primary School, we believe that children deserve:</u> - To be set appropriate and stimulating learning challenges - To be taught well and be given the opportunity to learn in ways that maximise the chances of success - To be given quality feedback which highlights successes and areas for improvement. - To have adults working with them to tackle the specific barriers to progress they face. <u>It is also our aim that :</u>		

• Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life. • Children are given the opportunity to experience the widest variety of the written and spoken word possible with a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts. • Children develop a healthy lifestyle that is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.	
<u>Knowledge and Skills</u> As a school, we believe in the equal relationship between knowledge and skills in our curriculum. We believe that: • Knowledge can be declarative (to know that) or Procedural (to know how). • Both these forms are important and that Declarative knowledge is turned into Procedural knowledge through action and the act of applying. • Skills can be Procedural knowledge as a result of the application of Declarative knowledge. • Skills can be linked to dispositions and behaviours. In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge. We prefer to see the debate laid out as: 	
<u>Global Community</u> We aim to equip our children for living in and contributing to, a secure, transformative and sustainable world.	<u>Parents</u> “For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)

Context:

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes: "a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

This fits with our school ethos of 'Where Every Child Counts'

RE INTENT

At William Barnes Primary, we deliver RE in line with the Dorset Agreed Syllabus for RE and use the Discovery RE programme as our scheme of work.

This RE policy is informed by current national guidance:

RE in English Schools: Non-statutory guidance 2010

RE: realising the potential Ofsted 2013

A Curriculum Framework for RE in England, REC 2013

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE at William Barnes Primary we intend that Religious Education will:

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
 - **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
 - **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
 - **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
 - **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
 - **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development**

OVERVIEW

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group.

Reception:

Discovery Enquiry	Religions studied:
What makes people special?	Christianity, Judaism
What is Christmas?	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism

Year 1:

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

Year 2:

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
Does praying at regular intervals every day help a Muslim in his/her everyday life?	Islam
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
Does going to a Mosque gives Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

Year 3:

Discovery Enquiry	Religions Studied
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is “good” about Good Friday?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism

Year 4:

Discovery Enquiry	Religions studied
How special relationship is the relationship Jews have with God?	Judaism
What is the most significant part of the nativity story for Christians today?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
Is forgiveness always possible for Christians?	Christianity
What is the best way for a Jew to show commitment to God?	Judaism
Do people need to go to church to show they are Christians?	Christianity

Year 5:

Discovery Enquiry	Religions studied
How far would a Sikh go for his/her religion?	Sikhism
Is the Christmas story true?	Christianity
Are Sikh stories important today?	Sikhism
How significant is it for Christians to believe God intend Jesus to die?	Christianity
What is the best way for a Sikh to show commitment to God?	Sikhism
What is the best way for Christian to show commitment to God?	Christianity

Year 6:

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on Earth? (includes comparison with Humanism)	Christianity
How did Jesus create a ‘New Covenant’ and what does that mean to Christians today?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives?	Islam

***See appendix A for termly curriculum overview**

IMPLEMENTATION

How We Teach

How is RE organised in this school?

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

At William Barnes, each class in KS2 is taught one hour lesson of RE per week as indicated on each class timetable.

In KS1 and Reception, RE is often blocked per half term eg in Year 2 pupils have half a term no taught RE followed by half a term with two hours of RE per week. This is indicated on the long term plan for each year group.

Differentiation/SEN

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request. Much of the RE curriculum also supports our commitment to Global Learning.

External contributors from the community, e.g. local clergy and local members/speakers from other religions make a valuable contribution to the RE programme, as do visits to places of worship and an annual 'Faith Discovery Day'. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

Further details of regular visitors and trips are kept updated in the RE Subject Leader file.

COLLECTIVE WORSHIP

Philosophy

In accordance with statutory requirements, assemblies are held every day at William Barnes Primary School, except in exceptional circumstances. They provide a communal time in the day away from curricular concerns, when children are encouraged to consider the teaching of the major religions, celebrate the life and works of figures from history or in the wider world, contemplate some of the great events that shape our world, sing together, share the achievements of members of the school community or reflect on their own opinions, thoughts or feelings with regard to some of the moral issues with which they are faced in their daily lives.

Current Practice

Our assemblies take various forms, but all include a period of quiet reflection or prayer. In general, we aim for them to last no longer than twenty minutes. Our normal timetable for assemblies is as follows:

Monday	Whole school assembly led by the Headteacher or Deputy (an opportunity for teachers to meet with classroom assistants to discuss planning and other issues).
Tuesday	Whole school assembly attended by all teaching staff, led by a visiting speaker or run as a 'Celebration of Reading' to promote reading for pleasure, led by teaching staff on a rota.
Wednesday	Key Stage 1 and Foundation Stage: Reflection and Birthday celebration assembly led by teaching staff on a rota basis. Key Stage 2: individual class assemblies led by class teacher following the Jigsaw Programme.
Thursday	Foundation Stage and Key Stage 1: Hymn practise in individual classrooms. Key Stage 2: Hymn practise with a prayer led by the Head Teacher or a KS2 Teacher.
Friday	Special Assembly attended by all staff and pupils. This assembly is led by a different class, or their teacher, on a rota basis. It consists of music on arrival which links with the current Jigsaw theme, a song, a presentation (story, poem, drama, music, or display), a prayer or reflection and culminates with the celebration of individual achievements, with the reading of names from the Sparkly Book (determined by the Discovery R.E focus for the week), presentation of badges and any other awards.

The Learning Environment

At our school we see establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, as vital. To enable this, we teach children to have respect for each others' views and beliefs and ensure that any artefacts are handled with respect and care. The school holds a number of artefacts to support learning across the faiths and these are regularly used to complement teaching.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

PARENTS

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- * Attainment and effort grades and curriculum comments on reports.
- * Curriculum newsletters
- * Displays

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Reading/Vocabulary/Oracy

We believe reading to be the very bedrock for learning. Reading development is considered at every learning opportunity and opportunities for developing the reading practice of children and parents are constantly being updated. We are constantly evaluating new and existing strategies for encouraging home reading.

Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity. As stated before, we run our own Oracy Project, which supports the catch up process for young children with a vocabulary gap.

Support

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff

At William Barnes, subject leaders are given regular time in staff meetings to give feedback and training on developments within their subject.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- *Collective Worship where appropriate (probably NOT church schools).*
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

IMPACT

Assessment

Summative assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 3) descriptors of these aspects utilise age-related expectations of:

Working towards

Working at

Working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class against the level descriptors as above. Please be aware that these attainment descriptors are specific to Discovery RE and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised. There are no national level descriptors for RE.

Teachers may choose to write initials on the tracking sheets. This supports teacher overview and facilitates subject leader monitoring and moderation. Copies of these are kept in the RE Subject Leader File.

William Barnes has started using Educator as its assessment tracker in September 2019 and in the future may link this to RE.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

Formative Assessment

AFL strategies are embedded across the school and several strategies / beliefs apply to the ongoing assessment of RE including, but not limited to:

- Personalised intervention time to give immediate feedback to individuals requiring it.
- The use of visualizers for immediate, within lesson feedback.
- Random questioning to support assessment of understanding and to promote engagement.

Monitoring and evaluation

The RE co-ordinator will monitor delivery of the programme through observation, book scrutiny and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Policy Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

	Signed Headteacher	Signed Chair of Governors
Date of review:	22/11/21	C Walters
Date of next review:	Autumn 22	

Appendix A



RE Overview updated March 2020



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Christianity	Christianity	Hinduism	Christianity	Christianity/Islam/Hinduism/Sikhism	NO RE this term due to swimming
	Special People	Christmas	Celebrations	Easter	Stories	
Year 1	Christianity	Christianity	Christianity	Christianity	Judaism	Judaism
	Creation Story	Christmas	Jesus as a friend	Easter – Palm Sunday	Shabbat	Rosh Hashanah and Yom Kippur
Year 2	Christianity	Christianity	Islam	Christianity	Islam	Islam
	What did Jesus Teach?	Christmas – Jesus as a gift from God	Prayer at Home	Easter- Resurrection	Community and Belonging	Hajj
Year 3	Hinduism	Christianity	Christianity	Christianity	Hinduism	Hinduism
	Divali	Christmas	Jesus' Miracles	Easter- Forgiveness	Hindu Beliefs	Pilgrimage to the River Ganges
Year 4	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity
	Beliefs and Practises	Christmas	Passover	Easter	Rites of Passage	Prayer and Worship
Year 5	Sikhism	Christianity	Sikhism	Christianity	Sikhism	Christianity
	Belief into Action	Christmas	Beliefs and Moral Values	Easter	Prayer and Worship	Beliefs and Practises
Year 6	Islam	Christianity	Christianity	Christianity/ (Humanism)	Christianity	Islam
	Beliefs and Practises	Christmas	Beliefs and Meaning	Easter	The New Covenant	Beliefs and moral values