



# William Barnes Primary School

## RE & Collective Worship

Excellent teaching gives children the life chances they deserve; children learn better when they are engaged with their learning and we endeavour to achieve this through high-quality teaching. Education is for all, not the few as all children have the right to be the best they can be. At William Barnes, we aspire to foster a love of learning alongside the development of the well-rounded child.

### **Preparing Children for Life**

We believe that we are preparing children for successful futures. We aim for them to be independent thinkers, confident, interested learners and global citizens, equipped to live, work in and contribute to society.

At William Barnes Primary School, we believe that children deserve:

- A strong sense of belonging fostered through positive relationships;
- High-quality feedback that moves their learning forward;
- Appropriate support to overcome specific barriers that they may face.
- Routines that provide consistency and stability throughout the school day.
- Children are able to be curious about different areas of learning.
- 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.
- Academic and pastoral experiences serve to enhance

### **Knowledge and Skills**

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 to).
- Both these forms are important and that declarative knowledge is turned into procedural knowledge through action and the act of practising and 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:

Knowledge → Comprehension → Application → Evaluation

### **Parents and carers**

Evidence shows that *“Parental engagement has a positive impact on average of 4 months’ additional progress.”* (EEF) Parents and Carers are a vital part of the learning process at every step of a pupil’s journey through our school therefore we work together with families to support their children’s learning.

*“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 nor a foundation subject, however, 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'

## **R.E. INTENT**

At William Barnes Primary, we use the Maestro/ Cornerstones programme as our scheme of work (see overview).

### **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.

### **We intend that Religious Education will:**

- **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 help 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.**

## **IMPLEMENTATION**

### **How We Teach**

At William Barnes, each class in KS2 is taught one lesson of RE per week to allow for more in-depth study. In KS1, RE can be blocked per half term to fit with the topic(s) that they are learning in both RE and other subjects. In Reception, Religious Education is taught through the 7 areas of Learning, focusing on exploring the world through children's curiosity, introducing a variety of religions and worldviews through stories and festivals. Throughout the children's time here, we aim to develop empathy and respect by comparing and contrasting different beliefs and practices, and allowing children to reflect on their own experiences and beliefs.

### **SEN**

Inclusivity is part of our philosophy; every child has the right to access our curriculum, therefore teachers will tailor the learning to meet the needs of the children in their classes, for example, providing different levels of scaffolding, or alternative ways of recording learning, for example choosing the media with which they work to give them scope to work to their full potential.

### **External contributors**

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of others' 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 RE also supports our commitment to Global Learning and the curriculum.

External contributors from the community, e.g. local clergy and local speakers from other belief systems make a valuable contribution to our RE programme, as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme or link to community/global/cultural events. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

## 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 communal gratitude. In general, we aim for them to last no longer than fifteen minutes. Our normal timetable for assemblies is as follows (this will vary at times for special activities/occasions):

- |           |   |
|-----------|---|
| Monday    | Whole-school assembly led by the Head teacher or Senior Leader.   |
| Tuesday   | Whole-school assembly attended by teaching staff, 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 celebration assembly led by teaching staff on a rota basis.<br>Key Stage 2: individual class assemblies led by class teacher allowing discussion and reflection. |
| Thursday  | Foundation Stage and Key Stage 1: Singing practice in individual classrooms or together as a group. Led by teachers on a rota.<br>Key Stage 2: Singing practice led by the Head Teacher or a KS2 Teacher.         |
| Friday    | Celebration Assembly attended by all staff and pupils for the celebration of individual achievements and the presentation of celebration certificates and any other awards.                                       |

Every lunchtime, children share in a 'gratitude' during which they may choose to pray to their deity or simply express their gratitude. All of our assemblies include the Christian values of respect, compassion, forgiveness and integrity, encouraging the inclusion of these values in our conduct.

### The Learning Environment

At William Barnes, 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 other's 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 used to complement teaching, alongside key texts.

## **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 AND CARERS**

### **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 shared termly by each class teacher
- \* Displays
- \* Sharing of books at parent/carer evenings
- \* Taking home items that have been created.

We also encourage children to talk about their learning and discuss their views at home.

### **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 RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents/carers who want to withdraw their children from RE are aware of the RE syllabus and its relevance to all pupils and respects their own personal beliefs. Parents/carers will be made aware of the scope of 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/carers.

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 this are provided regularly through these lessons.

Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity.

### **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 available both in-house and via our curriculum providers.

In addition to this, support for teaching and understanding RE issues is incorporated into our subject meetings as well as additional access to training by Maestro. Subject leaders and teachers 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/procedures and staff are aware of the need to refer to them when appropriate:

- Teaching and Learning Policy
- Single Equity Policy
- Child Protection Policy
- *Prevent Strategy*

## **IMPACT**

### **Assessment**

Summative assessment

Teachers are eager to ensure that children are making progress with their learning throughout their RE, thus each topic has assessment that can be enacted in a variety of forms. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion and ability to consider what has been studied. This stand-alone evidence is used in conjunction with other evidence such as responses in lessons and work in books to assist the teacher in assessing whether a child is working at the expected level, or towards/beyond.

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 Expected Standards*

*Working at Expected Standards*

*Working at Greater Depth.*

### **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, alongside the use of formative assessments, book scrutinies etc.

### **Formative Assessment**

Assessment 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 visualisers for immediate, in-lesson feedback.
- Targeted questioning to support assessment of understanding and to promote engagement.
- Regular checks for understanding

### **Monitoring and evaluation**

The RE co-ordinator will monitor delivery of the programme through observation, book scrutiny, pupil voice, 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
- Subject staff meetings to review and share experience

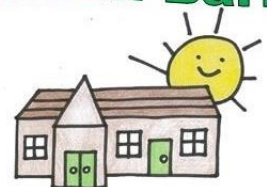
### **Policy Review**

The Curriculum Committee of the governing body monitors this policy on the minimum of a bi-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 RE 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.

## Appendix

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
R	<i>In Reception/Early Years, RE is delivered through projects e.g. 'Me in My World' and 'Sparkle and Shine' and is shared in the termly update.</i>						
1	Harvest (Christianity)	Milad un Nabi (Islam)	Diwali (Hinduism)	Purim (Judaism)	Naam Karan (Sikhism)	Esala Perahera (Buddhism)	
2	Navratri (Hinduism)	Hanukkah (Judaism)	Christmas (Christianity)	Losar (Buddhism)	Anand Karaj (Sikhism)	Jumu'ah (Islam)	
3	Ganesh Chaturthi (Hinduism)	Guru Nanak Gurburab (Sikhism)	Lent (Christianity)		Vesak (Buddhism)	Shavuot (Judaism)	Hajj (Islam)
4	Janmashtami (Hinduism)	Kathina (Buddhism)	Vaisakhi (Sikhism)	Holy Week and Easter (Christianity)	Shabbat (Judaism)	Eid ul-Adha (Islam)	
5	Dharma Day (Buddhism)		Holi (Hinduism)	Ramadan & Eid al-Fitr (Islam)	Passover (Judaism)	Pentecost (Christianity)	Guru Arjan Gurburab (Sikhism)
6	Rosh Hashanah & Yom Kippur (Judaism)	Bandi Chhor Divas (Sikhism)	Parinirvana (Buddhism)	Lailat al Miraj (Islam)	Kumbh Mela (Hinduism)	Sunday (Christianity)	

**William Barnes**



*Where every child counts*