



**South Molton United**  
**Church of England**  
**Primary School**

**Religious Education and**  
**Collective Worship Policy**

Reviewed by T&L Committee 29<sup>th</sup> September 2020  
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Next Review Ethos and T&L Autumn 2021

# South Molton United Church of England Primary School

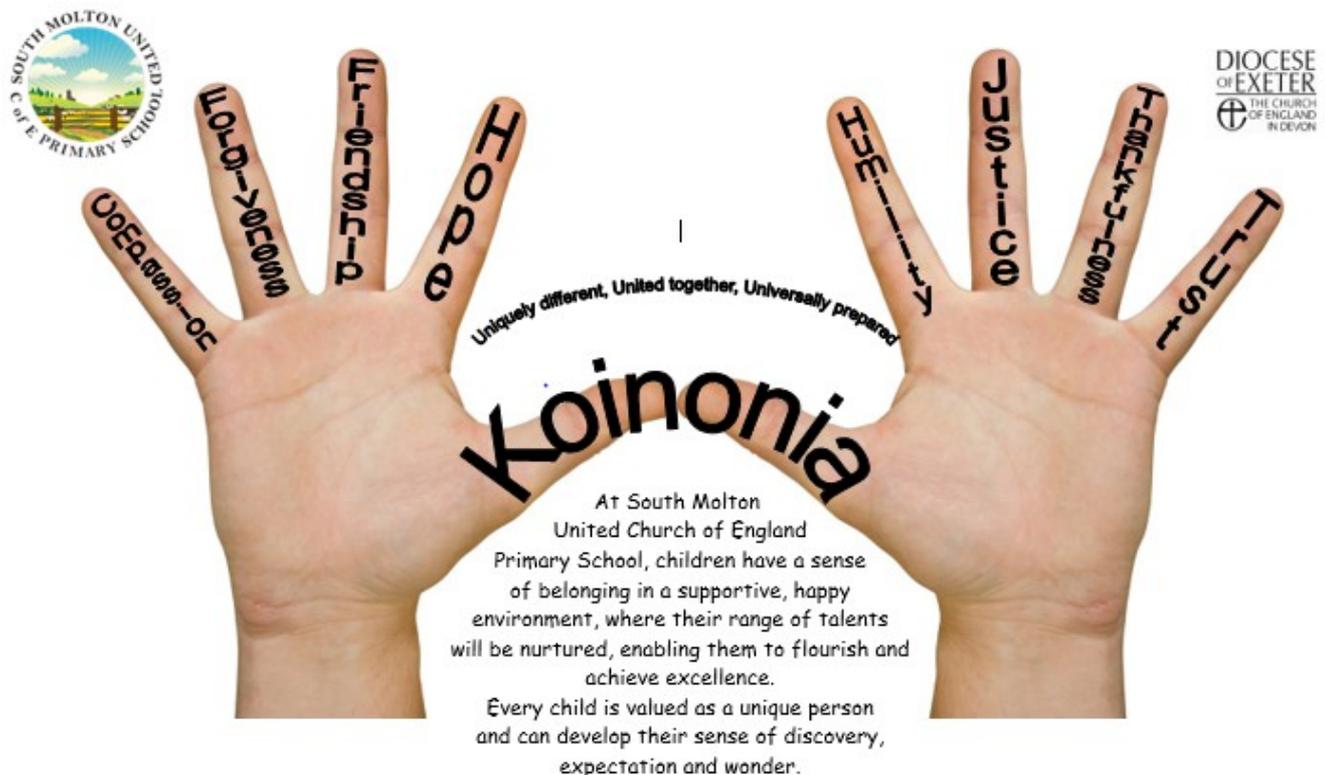
## Religious Education and Collective Worship Policy

This document is a statement of our aims, principles and strategies for the teaching of Religious Education. RE is concerned with enabling pupils to investigate the ways in which human beings express their understanding and experiences of life. It contributes to the development of pupils' own beliefs and values and a knowledge and understanding of religion.

The original policy was approved by the Governing body in March 1999 and has been reviewed regularly by the REAP (RE Action Plan Monitoring) committee, which became an Ethos Group in November 2012. The policy is reviewed annually and was most recently updated in September 2019.

The co-ordinator for Religious Education and Collective Worship is Mrs Helen Jarvis.

### Vision



We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

## **The aims of Religious Education**

At South Molton United Church of England Primary School the aims of Religious Education are:

- To enable pupils to acquire an understanding of religion and the different ways in which it is lived and practised.
- To consider some of the fundamental questions of human existence which religions address in different ways
- To enable pupils to become 'religiously literate'

In promoting these aims Religious Education in our school should:

- Provide pupils with accurate information about the main religious and spiritual traditions of the communities in which they live
- Study Christianity as the principal faith, as practised by the Church of England (but not exclusively as other approaches to Christianity will be studied.) A study of Islam will provide a secondary focus with other religions, especially Judaism, examined as appropriate.
- Offer a means by which pupils can understand the influence of religion on people's attitudes to life and death.

To do this we will:

- consider the relationship between religious belief, personal commitment and moral values
- explore the spiritual aspects of human experience including the arts, the environment and personal relationships
- enable pupils to gain first-hand experience of people and places associated with different religious traditions

We will seek to enable pupils to:

- develop an awareness of some of the fundamental questions about life and death raised by human experiences and how religions may relate to them
- respond to such questions with reference both to the teachings and practices of religions and to their own understanding and experience
- reflect on their own beliefs, values and experiences in the light of their study
- develop a positive attitude towards other people, respecting their right to hold different religious beliefs and value systems from their own
- recognise that some people will have value systems which are not based on religious belief

## Strategies for Teaching RE

All curriculum areas contribute to the Spiritual Development of children. Opportunities to explore the spiritual dimension of life are planned within a themed approach.

The teaching of RE will reflect the fact that the religious traditions in Great Britain are, in the main, Christian whilst taking into account the teaching and practices of the other principal religions represented in our country. The principal religion to be studied is Christianity; Islam, Judaism and Hinduism will also be studied across both key stages.

RE will be taught by using the three aspects as outlined in the agreed syllabus i.e. Key Elements, Key Questions, Beliefs and Practices. A balance will be maintained between learning about religions and learning from religions, in line with the new Devon agreed syllabus, from September 2019.

Pupils will be given opportunities to:

- name and describe the functions of key objects, symbols, people, places and events
- explain some of the interpretations of symbols, stories and language used by believers
- recognise that different religions share similar features eg beliefs, values, holy books, places of worship, and make simple comparisons based on key features
- identify the key points in the life stories of important religious figures and make comparisons between the significant experiences of these figures and their own feelings and experiences
- understand why certain things are right & wrong; how moral values may be embodied in religions
- explore the significance of Christian festivals and how they fit into 'God's Big Story'
- deepen their understanding of religion and its significance for its followers
- develop critical thinking skills through religious and philosophical questioning

## Assessment, Recording and Reporting

The assessment, recording and reporting of pupil's progress in RE will be conducted in a way which is consistent with the school's policy. It will recognise that whilst knowledge can be assessed there will be aspects of pupils' work which it would not be appropriate to assess.

For example, it would not be appropriate to assess

- matters which pupils wish to keep to themselves. This means that pupils should never be pressurised into disclosing personal or private information and no assessment or judgement should be made of their willingness or unwillingness to do so
- whether pupils' own beliefs and values are 'right' or 'wrong'. Whilst discussion of these matters will be part of the dialogue of the classroom, they are not issues for assessment

This supports the idea that RE should be open to pupils of any religious persuasion or of none.

## Time Allocations

The minimum time allocation for RE is 5% of the curriculum time, and it will be taught in units of work. The length of time for each unit will vary depending on the content, teaching and learning strategies involved.

## Resources

- For the teaching of Christianity, which comprises two thirds of the time allocation, the Understanding Christianity Project provides the main body of resources.
- Every 2 years there is a trip to Exeter to visit the different places of worship. The structure of this visit will vary, depending on the different cohorts of children. In 2019, Year R and 1 visited and learned about the local Parish Church; Years 2-6 had a guided tour of the Cathedral; Years 3, 4 and 5 visited the Mosque and Year 6 visited the Synagogue, to support learning.
- There is a selection of children's books and Bibles, along with some teachers' resources in the library.
- ICT is also used as a valuable resource, particularly videos which are available on the internet.

## **COLLECTIVE WORSHIP POLICY**

This document is a statement of our aims, principles and strategies for the collective worship at South Molton United Church of England Primary School. It was developed through a process of consultation with teaching staff and the Churches of South Molton.

This policy was approved by the Governing body in March 1999 and has been reviewed regularly by the REAP (RE Action Plan Monitoring) committee, which became an Ethos Group in November 2012, and was most recently updated in September 2019.

The co-ordinator for Religious Education and Collective Worship is Mrs Helen Jarvis, who meets on occasion with the incumbent.

### **Mission Statement**

South Molton United Church of England Primary School seeks to develop the fullest potential of our children in mind, body and spirit through high quality education in a caring Christian community.

### **Experiences**

The children will be given the widest possible experiences and in so doing we will respect the pupils' faith/no faith. Variety of experiences will include dance, drama, role play, music and interviews. Experiences will allow those with a commitment to a religious life to worship adequately without violating the integrity of those without a religious commitment. Parents will have the right to withdraw their children from acts of collective worship.

### **Strategies for Collective Worship**

Collective Worship is seen as part of the whole school curriculum. It is a daily act of worship at the beginning of each day, in which the whole school family participates. All staff are invited to lead collective worship and a half-termly theme allows continuity. A reflective atmosphere, which includes a prayer, is created and the collective worship lasts for 15 to 20 minutes. Parents, Governors and members of the church and the local community are welcome to join us for Collective Worship; special services at Harvest, Remembrance Day, Christmas, Easter and Pentecost, as well as children's presentations and the End of Year Service.

### **Guidance on content**

There is a programme of themes and material that is compiled by the Collective Worship co-ordinator, linking in with the school's Vision statement, particularly focussing in on Christian Values.

The programme contains ideas that centre around:

- Christian worship
- Religious festivals and Bible stories
- Annual events and anniversaries
- Aspects of the school curriculum
- Developments from class activities
- Published materials

The plan leaves room for flexibility (for example exploring current affairs and responding to events in the life of the school)

### **Effective acts of worship**

- Provide opportunities for reflection/prayer
- Are educational
- Exploit cross-curricular opportunities
- Maintain integrity
- Are inclusive
- Involve active participation
- Are part of the planned programme
- Are held in an inspiring atmosphere
- Employ variety of presentation
- Include visiting speakers

### **Leading Collective Worship**

All acts of worship are Christian. When leading Collective Worship in school we sensitively try to evoke those senses and feelings from which it might be said that worship most naturally arises e.g.:

- Sense of beauty
- Sense of wonder and awe
- Feeling of personal worth
- Sense of compassion
- Sense of smallness in the face of greatness
- Sense of grandness in the face of smallness
- Feeling of shared sadness

- Sense of shared loss
- Sense of peace
- Sense of thankfulness
- Sense of stillness in the midst of a busy existence
- Sense of belonging
- Sense of justice (Courageous Advocacy)

### **Visitors**

Visitors are always welcomed. Local Clergy from the Anglican, Methodist and Baptist churches participate regularly in whole school worship and other visitors are asked to contribute where appropriate. There is a weekly Collective Worship led by the Open the Book team.

### **Programme for weekly Collective Worship**

There are half termly themes based around a different Christian Value, as outlined by the National Society (Church of England Education Office). Collective Worship for that half term links in to the identified theme.

**Monday:** Whole school worship led by the Head teacher

**Tuesday:** Whole school worship led by teaching staff or class

**Wednesday:** Whole school worship led by the 'Open the Book' team

**Thursday:** Whole school worship led by clergy

**Friday:** Whole School Celebration Assembly and Collective Worship

During Covid restrictions, the programme is:

**Mondays:** Headteacher pre-recorded video

**Tuesdays:** RE Co-ordinator shares a song video, focussing on the actions rather than singing, supporting one of our Christian Values, followed by a pre-recorded video of a thought for the day and a prayer

**Wednesdays:** The Open the Book Team pre-recorded video of a New Testament story

**Thursdays:** Clergy pre-recorded video

**Fridays:** Live Celebration Assembly using Teams, led by the Headteacher

### **Evaluation**

In addition to the adult Ethos Group, there is a pupils' Ethos Group which is responsible for reviewing the Acts of Worship to enable the co-ordinator to evaluate the effectiveness of collective worship and to plan for the following term.

## **SPIRITUALITY**

### **Spiritual and moral development and the curriculum:**

All curriculum areas contribute to the Spiritual Development of children.

Opportunities to explore the spiritual dimension of life are planned within a themed approach, using the 'Windows, Mirrors, Doors' approach by Andrew Ricketts, and displayed in classrooms.