



Religious Education and Worldview Policy & Collective Worship

**Loving God – Serving others – Flourishing
together**

RESPECT – ASPIRE – REJOICE

"Encourage one another and build each other up."

1 THESSALONIANS 5:11

VISION and VALUES

Our vision: ***“Loving God – Serving Others – Flourishing Together”*** and linked bible reference: *“Encourage one another and build each other up.”* 1 Thessalonians 5:11, are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our values: **Respect, Aspire** and **Rejoice** were chosen as verbs, as they are what our St. Mark’s Community **do** to support us living out our vision daily.

Inspired by the teachings of Jesus, our vision is to create an environment where everyone is enabled to flourish to reach their full potential academically, personally and spiritually. We will live out this daily through our core values: Respect – Aspire – Rejoice.

Intent:

At St Mark’s Church of England Primary School, our Religious Education (R.E.) curriculum strongly contributes to each pupil’s development empowering them to become tolerant, resilient and understanding citizens within our school, local community and wider world.

R.E. teaching is underpinned by our school vision of ‘loving God’ and ‘serving others.’ We aim to support and challenge pupils to reflect upon, develop and affirm their own beliefs, values and attitudes. We strive to inspire children, through music, liturgy, stories and reflection. Both our curriculum and Collective Worships provide opportunities for spiritual development and personal reflection for pupils and staff.

Aims of R.E. and Worldviews at St. Mark’s C.E. Primary School:

At St. Mark’s, the agreed main aims of Religious Education are:

- To provoke challenging questions about the ultimate meaning and purpose of life and beliefs about God.
- To develop pupils’ knowledge and understanding of Christianity, exploring core theological concepts and those of other principal religions and religious traditions.
- To encourage the pupils to develop a sense of community, identity and belonging.
- To encourage pupils to learn from different religions, beliefs, values and traditions.
- To offer opportunities for personal reflection and to nurture children’s own spiritual development.

- To develop respect for and empathy with others, especially whose faith may be different from their own.

Through our exploration of a variety of beliefs within a tradition, we seek to ensure our pupils gain an accurate understanding of the complexity and diversity of religious traditions and perspectives in order to avoid stereotypes.

We appreciate the importance of ensuring our approach to teaching and learning explores faiths through the disciplinary lenses of theology, philosophy and social practice. In all our learning, we are mindful of ensuring learning is built over time and that links are made between religions and worldviews to ensure our curriculum is rigorous and challenging.

Implementation:

In line with the statement of entitlement, Religious Education (R.E.) is regarded as a core subject at St Mark's, alongside English, Maths and Science.

To support the planning, teaching and delivery of our Religious Education curriculum, we utilise two schemes of work: 'Understanding Christianity' and the 'Emmanuel Project.' Our curriculum is rigorous and challenging with lessons that are carefully planned and sequenced to ensure progression of skills. In the Early Years, we introduce the children to the concept of Christian faith and how some Christians might demonstrate this through prayer and celebrations. The children are further introduced to the concept of cultural and religious diversity through exploring festivals from other religions and stories from a variety of cultural backgrounds. R.E. learning in the Early Years is recorded in a floor book. In KS1 and KS2, children have their own personal R.E. books that document their on-going exploration linked to the enquiry question. End of unit assessments are also recorded.

In line with the statement of entitlement, R.E. is delivered as part of a weekly lesson scheduled into the timetable. Lessons are carefully planned and sequenced to ensure progression of skills. Children in KS1 and KS2 have a separate R.E book to record all their learning and assessments. Pupils participate in activities which promote knowledge and understanding of religions and worldviews recognising their local, national and global context.

R.E. learning is enriched through celebration of Christian festivals and nativities. In addition to this, it is further enriched through visits or visitors, for example, Bournemouth Reform Synagogue and Bournemouth Islamic Centre. Visitors are

used to explore faiths and worldviews in more depth. Every year, an R.E. or spirituality-themed week takes place to allow children the opportunity to make connections between different faiths and non-faiths.

We do respect parents' rights to withdraw their child from R.E. and worship; this is always through open discussion with parents.

Our R.E. curriculum overview has been carefully planned (using Understanding Christianity and the Emmanuel Project) to ensure that each year group explores four Christianity units, including Incarnation and Salvation. Moreover, each year group has the opportunity to study two units of worldviews. We ensure that worldviews are built on progressively and re-visited. For example, in Year 1, children are introduced to Judaism which is then re-visited in Year 2 and Year 4 to ensure a spiral curriculum and to build on key knowledge and skills. Our R.E curriculum also includes the study of Islam, Hinduism and Humanism to ensure a broad picture of the diversity of our society and to enable our children to gain a coherent, deepening understanding of belief and practices of major world religions and non-religions.

Each Understanding Christianity unit incorporates the three elements:

-Making sense of the text – Developing skills of reading and interpretation; understanding how Christians interpret, handle and use Biblical texts; making sense of the meanings of texts for Christians

-Understanding the impact – Examining ways in which Christians respond to Biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world

-Making connections – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils own lives and ways of understanding the world.

Each Understanding Christianity unit begins with a 'way in' and then offers teaching and learning ideas for each element. The teacher chooses how to weave together the elements, from making sense of the text, through looking at the impact on the world of Christianity, and helping to make connections with the world of the pupil, in order to achieve the outcomes.

Within Understanding Christianity, the 'big story' of the Bible is taught across the school through 8 'core concepts' which children encounter as part of a spiral curriculum as they move through the school.

Through the Emmanuel Project resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Dorset Agreed Syllabus, we learn about other religions (Judaism, Islam, Hinduism) and non-religions (Humanism), fostering respect for them. Links with our Christian values and vision, and support for pupils' spiritual, moral, social and cultural (SMSC) development are intrinsic to our R.E. curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

R.E. offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Listening to the teacher and each other
- Asking and discussing 'enquiry' questions
- Reading of texts
- Seeking information for themselves in books and through digital technology
- Taking part in discussion with the teacher and other pupils
- Pair and group work
- Using a range of media, such as artefacts, pictures, photographs, music and drama
- Visit / visitors
- Artwork
- Outdoor learning
- Dedicated time for reflection

Our curriculum is fully inclusive and aspirational for all, including SEND. Our aim is for all children to flourish.

Policy and practice in R.E. reflect whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in R.E. as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve adapted learning and assessment are used including task, outcome, resource, support and pupil grouping. There is particular focus to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Impact:

The pupils at St Mark's Church of England Primary make progress in Religious Education through high levels of engagement and enjoyment. We use a range of techniques to evaluate the pupil's knowledge and understanding of religions and beliefs, as well as their overall religious literacy.

- Discussions and children's contributions
- Accurate use of religious vocabulary
- Half termly assessment tasks - although we appreciate assessment is an on-going process.

Whole school monitoring of R.E. takes the form of:

- Book looks
- Planning scrutiny
- Analysing half termly assessment
- Pupil voice
- Learning walks
- CPD

As part of our R.E. curriculum, each pupil will feel valued as an individual and their beliefs respected. In addition to this, children will develop respect for and sensitivity to others with different faiths and beliefs. This will enable all children to 'flourish together' within their communities and prepare them for our diverse world.

Equal Opportunities:

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Relevance:

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry-based style of learning and by posing challenging questions to and by pupils.

Cross-curricular links:

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. R.E. also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing and music, as well as personal, social and emotional education and citizenship.

Health and Safety :

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts
- Consume food
- Visit places of worship

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Legal Requirements:

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Collective Worship

Legal status of collective worship

In a Church of England school, worship must be in line with the trust deed of the school and will reflect the traditions of the Church of England, i.e. the Anglican tradition.

The right of withdrawal

Parents have a legal right to withdraw their child from acts of worship. We ask for this to be discussed with the headteacher so the exact nature of worship is understood by the parents before this becomes a permanent arrangement; alternative activities can be provided for worship time in consultation with parents. Please be aware that this does not mean that the children will be exempt from the Christian ethos of the setting which underpins our teaching, learning and relationships.

Worship in our school should:

As Worship

- Be at a level to enable children and adults to explore their own understanding of God within a Christian framework
- Explain and promote the core Christian values of our school
- Have Integrity as acts of Anglican worship whilst being *invitational, inclusive and inspirational*
- Be based on Biblical text or themes
- Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
- Mark the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions such as the lighting of a candle or use of a cross

For people:

- Develop personal spirituality within the school community through a range of experiences including individual and collective prayer
- Celebrate the God given gifts and talents of individuals
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community
- Consider the beliefs and values of others, especially those within the school community

To comply:

- Reflect any trust deed of the school

- Be clearly outlined in the setting prospectus and documentation
- Involve children and adults in planning, leading and evaluating collective worship e.g. through acting out stories
- Be monitored and evaluated by foundation governors for the impact it has on the school community

Aims of our worship

- To promote the joy of worship as engaging, inspiring and transformative
- To develop spirituality, morality, social and cultural values
- Sometimes to provide a peaceful environment enabling stillness, reflection and prayer
- Sometimes to be noisy and joyous with singing, music, dance, drama, gymnastics etc
- To give an opportunity to experience faith as revealed in the Bible
- To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year
- Facilitate a deeper understanding of the Christian story narrative, from creation to the present day
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them
- To develop young children's sense of self-worth and to provide opportunities to celebrate achievements
- To develop a caring attitude to others and a sense of community and loyalty
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship
- To invite clergy of the parish, other lay members of the parish and other Christian leaders in the community [as are acceptable to the parish church] to lead worship regularly

How we achieve our aims

We aim to promote collective acts of worship, which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:

- Creating a sense of occasion and reverence
- Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience

- Arranging worship at different places when possible, different times with different people and groupings, involving all members of the setting community at some time
- Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; festivals and celebrations, our Christian values
- Using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external visitors to engage children's interest
- Encouraging children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgy
- Providing opportunities for children and adults to reflect, contemplate their own thoughts, feelings and beliefs
- Using the centrality of prayer – personal silent prayer, personal shared prayers, collective prayers, writing prayers; all prayer will be invitational
- Involving young children and members of the wider community to participate in collective worship and activities within the parish
- Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions

Central attributes of an act of worship

The setting will endeavour to fulfil the following 'central attributes' of worship:

Gathering Making worship a special time of the day

Engaging Using the best available techniques to stimulate interest in the content

Responding Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways

Sending Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship

Collective worship should be planned systematically, so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include school staff, young children, representatives from the parish church, members of different faith communities and members of the local community.

The centrality of prayer

During the collective worship there will be a time for response and reflection, to ponder on a question, statement or thought. This may also be reflected in an

invitational prayer, offered spontaneously by a child or adult, read out or recited. This prayer can be displayed and used in class and setting reflective areas so that:

- Children understand the nature and purpose of prayer
- Children understand the part prayer may play in their lives and the life of the school community
- Prayer contributes to the spiritual development of individuals and the whole school community
- There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside of collective worship

The school has a 'reflective area' to engage and promote individual young children and adults. There are designated special spaces in classrooms or shared areas.

Planning and Organisation

Planning

Collective worship is planned systematically, so there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include school staff, pupils, representatives from the parish church, members of different faith communities and members of the local community.

Organisation:

	Monday	Tuesday	Wednesday	Thursday	Friday
EYFS/KS1	Whole school CW	Singing worship	Class worships	Whole school CW	Celebration worships in phases
KS2					

Resources

The setting has resources available to support collective worship and these are stored in the school hall and main office, this includes artefacts and music resources. Electronic resources can be found on the school network.

Worship Council

Children from Y1-6 make up the Worship Council, who meet half termly (at least). The strong and active presence of our School Council and Worship Council contribute to decision-making, evaluation and leading of school activities and Collective Worship.

Communication

The school will communicate with parents our collective worship themes via the school website, newsletters and display boards.

Parental involvement

Parents are actively encouraged to participate in collective acts of worship when possible by joining class presentations and worship in church.

Responsibilities

The normal expectation within our church school is for all staff to view collective worship as an important part of their own well-being and spiritual development as human beings. The school will endeavour to timetable staff so all have an opportunity to attend regularly.

At interview all applicants are informed that the school holds acts of collective worship that promote the Christian ethos and values of the school. The normal expectation will be that staff will participate in and lead collective worship.

Monitoring and evaluation

Monitoring and evaluation of collective acts of worship is undertaken by our pupils and staff. All who deliver worship will be observed on a termly basis. This process supports the school's self-evaluation and staff development and appraisal. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice

Review

This policy should be reviewed annually.

References to 'parish' refer to the local parish church to which the school is linked: St Mark's Talbot Village.