

Leedon Lower School

Religious Education & Collective Worship Policy

Philosophy

We believe that Religious Education (RE) is vital in promoting the spiritual, moral, cultural and social development of pupils and that it prepares them for the opportunities, experiences and responsibilities of adult life. We should, wherever possible, take the opportunity to incorporate these beliefs in the school curriculum on a cross-curricular basis. The school shares the Principal Aim of RE stated in the Bedford Borough, Central Bedfordshire and Luton Agreed Syllabus for Religious Education (2018):-

“The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.”

Aims

The school aims to provide opportunities for the children to experience and develop:-

- a) Values and attitudes acceptable to society
- b) Life skills, concepts and knowledge which promote a positive attitude to learning
- c) The confidence to enable discussion and co-operation with others in order to enhance pupils' work and thinking skills
- d) An awareness of the ever changing natural world and its beauty together with the need for its conservation
- e) Imaginative thought and expressive language through stories, poems, art, music, writing etc.
- f) Positive relationships with others at school, at home and in the wider community
- g) A positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions
- h) Knowledge and understanding of Christianity and other principal religions represented in Great Britain
- i) Understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- j) Overall spiritual, moral, social and cultural development
- k) The use of ICT resources and equipment to support their learning.

Time Allocation

The national recommendations for time allocation for Religious Education (not including Collective Worship) is:-

Key Stage 1 – 36 hours per year

Key Stage 2 – 45 hours per year

Teaching and Learning

It is intended that pupils will, through their RE learning:-

- 1) Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2) Understand the impact and significance of non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
- 3) Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

RE in our school will follow the Agreed Syllabus, 2018-2023, for Bedford Borough, Central Bedfordshire and Luton (see Appendix).

RE will be taught either as part of a topic or as a free standing subject.

Visits and Other Curriculum Enrichment

We seek to enrich our RE Curriculum by providing opportunities to the children including, but not limited to, the following:-

KS1 – visiting a local church

KS2 – taking part in the Bedford Faith Tour, visiting religious buildings associated with three religions.

In addition, children may also take part in activities arranged by the school, either alone or in association with other schools, or by community groups where they have the opportunity to explore themes within the RE curriculum. A range of artefacts relating to some of the religions on the Agreed Syllabus are also available in school to prompt discussion or reflection.

School Collective Worship and Assemblies

We acknowledge the legal requirement stated in the Education Reform Act 1988 which states the need for each child to attend a daily act of collective worship as a whole school, year group, key stage or class. School assemblies are planned by the Head teacher, and individual teachers and classes make contributions to the assembly programme. The themes for collective worship reflect our school Values and Christian beliefs. Time is given to community events and special occasions in the religious calendar as well as celebrating children's achievements. Speakers and visitors are invited wherever appropriate. Collective worship includes a time of reflection.

Withdrawal from Religious Education

Parents and carers have the right to withdraw their child(ren) from Religious Education lessons and collective worship (*School Standards & Framework Act 1998, s.71[1]*). Any such request should be made in writing to the Headteacher. We would ask that any parent considering exercising this right contact the school in the first instance to arrange a conversation with the RE Co-Ordinator.

Staff also have a right to request to withdraw from teaching Religious Education in school. Such requests must be made to the Headteacher. In the event of a member of teaching staff withdrawing from the teaching of RE, the Headteacher and RE Subject Co-ordinator will

make such arrangements that are necessary to ensure that the withdrawing teacher's class receive appropriate teaching in RE. This may be achieved by the withdrawing teacher covering another teacher's class, in order that that teacher may teach RE in the withdrawing teacher's class, or by any other means deemed appropriate by the Headteacher.

The Headteacher and RE Co-Ordinator will keep a record of any children or staff who have been withdrawn from the teaching of Religious Education and will inform teaching staff of any children so withdrawing.

However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

Please note that this school does not support the selective withdrawal of children from Religious Education.

Written by Mr Phil Wilkinson

Religious Education Co-Ordinator

Leedon Lower School

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Appendix

Programme of Study

The RE Agreed Syllabus, 2018-2023, for Bedford Borough, Central Bedfordshire and Luton approaches Religious Education through key questions, which are as follows:-

In Reception, the recommendation is that schools teach at least four of the following units:

F1: Why is the word 'God' so important to Christians?#

F2: Why is Christmas special for Christians?

F3: Why is Easter special for Christians?

F4: Being Special: Where do we belong? (*Learning from at least two religions*)

F5: Which places are specially valued and why? (*Learning from at least two religions*)

F6: Which stories are specially valued and why? (*Learning from at least two religions*)

In Key Stages 1 and 2, the children will explore religions in more detail, using the following key questions as a guide:

Key Stage 1 (Years 1 and 2)

Key Question	Religion(s) to be studied
1.1: What do Christians believe God is like?	Christians
1.2: Why does Christmas matter to Christians? How and why do we celebrate special times?	Christians
1.3: Who is Jewish? What do they believe and how do they live? (<i>Schools to choose either 1.3 or 1.4</i>)	Jewish people
1.4: Who is a Muslim? What do they believe and how do they live? (<i>Schools to choose either 1.3 or 1.4</i>)	Muslims
1.5: Why does Easter matter to Christians?	Christians
1.6: What makes some places significant? What makes some places sacred to believers?	Christians, Muslim and/or Jewish people
1.7: How and why do we celebrate significant times? What makes some celebrations sacred to believers?	Christians, Muslim and/or Jewish people
1.8: What can we learn from sacred books and stories?	Christians, Muslim and/or Jewish people
1.9: How do we show we care for others? Why does it matter?	Christians, Muslim and/or Jewish people
1.10: How do we show we care for the Earth? Why does it	Christians, Muslim and/or

matter?	or Jewish people
1.11: Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people	Christians, Muslim and/or Jewish people
1.12: What is the 'good news' Christians believe Jesus brings?	Christians

Lower Key Stage 2 (Years 3 and 4)

Key Question	Religion(s) to be studied
L2.1: Where, how and why do people worship?	Christians, Muslim and/or Jewish people
L2.2: Why do some people think life is like a journey? How and why do people mark the significant events of life?	Christians, Hindus, Muslims, non-religious people
L2.3: What is the 'Trinity' and why is important for Christians?	Christians
L2.4: What kind of world did Jesus want?	Christians
L2.5: Why do Christians call the day Jesus died 'Good Friday'?	Christians
L2.6: How do festivals and family life show what matters to Jewish people?	Jewish people
L2.7: How is faith expressed in Hindu communities and traditions?	Hindus
L2.8: How is faith expressed in Sikh communities and traditions?	Sikhs
L2.9: How do festivals and worship show what matters to Muslims?	Muslims
L2.10: For Christians, what was the impact of Pentecost?	Christians
L2.11: What are the deeper meanings of the festivals?	Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations
L2.12: How and why do people try to make the world a better place?	Christians, Muslims, Sikhs, non-religious people