

Policy & Procedure



RE & Collective Worship Policy 2020-2023

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Spring 2020 **and will be reviewed again in Spring 2023**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Chellaston Junior School

RE & Collective Worship Policy

Aims and Vision

Chellaston Junior School



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society



Our aim is to provide experiences that will enable the children to:

- understand and respect the beliefs of the Christian religion
- understand that the Christian religion is an important aspect of the history of the world and our country
- develop positive attitudes towards others
- understand and respect the fundamental beliefs of other world religions.
- understand and respect the fact that we live in a multi faith society
- understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own lives and ways of living.

The Teaching of RE

- All classes from Year 3 to Year 6 have the equivalent of one RE lesson per week – this may be taught in blocks.
- The curriculum for each year is determined by the scheme of work (long term plans). This ensures continuity and progression throughout the school.

The Scheme of work for RE (Long Term Plans) reflect the expectations of the Derby City SACRE Agreed Syllabus (<https://derby.anglican.org/education/wp-content/uploads/2015/07/Derby-City-Agreed-Syllabus-2015-2020-V-19-06-15.pdf>). We use the agreed syllabus to create our long term plans. These reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. The 3 main religions we focus on are Christianity, Islam and Sikhism.

Assessment

Teachers will assess pupils' understanding of each topic as work is being taught. Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

The long and medium term plans provide a record of what is being taught in each year group. **Teachers should use CJS On-Track to assess the extent to which pupils are reaching age related expectations in Religious Education.**

Cross-Curricular Links

Cross-curricular links are made in specific subject areas:

- **English** – reading and writing are essential for the processes of finding out and communicating an understanding of RE. Discussion, drama and role play are important ways for children to develop their understanding that people have different viewpoints and perspectives on their world.
- **History & Geography** – The RE curriculum will be enhanced as children learn about the location and characteristics of different countries. Similarly learning about different periods in History will provide depth and background to the RE curriculum.
- **ICT** – by providing a range of information sources to enhance knowledge, by providing access to images of people, places and environments. RE teaching can be enhanced by source material from the internet.

Collective Worship - Statutory Duty of School

All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**). This is usually provided within a daily assembly. The Head teacher is responsible (under the School Standards and Framework Act 1998 and following the Academy's Funding Agreement) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

Collective Worship - Implementation

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development. Collective worship, whether in whole school assembly, phase assembly or class assemblies will:

- be acceptable to the whole community, staff and pupils
- include a variety of elements at different times
- involve the pupils
- aid the growth of respect and tolerance within the school community

- be linked to whole school assembly themes

Whilst the vast majority of pupils at Chellaston Junior School come mainly from a Christian indigenous UK background, many specify no religion and, on entry, most children have limited experiences of worship (of any religion). Through collective worship, pupils are introduced to aspects and beliefs of other world religions across the school. We tackle issues (as listed below) about the world today as much as the historical context of religious stories.

The aim of the collective worship policy is to provide the opportunity for pupils to:

- reflect on values that are of a broadly Christian nature and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the spiritual dimension offered

The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, at Chellaston Junior School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives and different cultural perspectives on the world. Specific areas covered during assemblies include SMSC, British Values, behaviour of pupils, RE and different faiths, listening to and performing music, E-Safety, Anti-Bullying and Racism. The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development we address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

The Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and will take place in the school hall. Acts of worship will usually last for approximately 15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

The current timetable for assemblies is as follows:

Monday 3.10pm to 3.25pm	Whole School Assembly	Headteacher
Tuesday 3.10pm to 3.25pm	Whole School Assembly	Headteacher
Wednesday 3.10-3.25	Y3/4 Assembly	Y3/4 Teachers
Thursday 3.10-3.25	Y5/6 Assembly	Y5/6 Teachers
Friday 3.05-3.30	Celebration Assembly	Headteacher/SLT

Leadership

Every member of the school teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year. (See Assembly Rota in staffroom)

Planning Acts of Collective Worship

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils. Visitors are welcome to lead Collective Worship from time to time and will be given guidance on acts

of Collective Worship at CJS. Leaders from Faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these Faiths.

The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer. Pupils will be invited to participate in a way that they find comfortable, but will not be "forced" to pray or worship.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made.

Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship for religious reasons may request that their child is withdrawn. Parents are asked to discuss this with the Headteacher. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the staff.

The Role of The Head teacher

In consultation with the RE Co-ordinator, the Head teacher:

- determines the ways RE should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that RE is used in a way to achieve the aims and objectives of the school;
- ensures that there is an RE policy, and identifies an RE co-ordinator;
- ensures that the provision for collective worship meets daily requirements.

The Role of the RE Co-ordinator

The RE Co-ordinator should:

- ensure the development of a scheme of work for the RE curriculum. This will follow the Derby City Agreed syllabus.
- ensure the development of a rolling programme of Assembly themes;
- promote the integration of RE within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support;
- inspire colleagues to deliver high quality teaching and learning opportunities;
- lead INSET within the school, and investigate suitable courses elsewhere;
- act as a contact point between the school and support agencies, including the LA;
- provide technical expertise;
- co-ordinate the evaluation and review of the school's RE policy.
- bid for & manage the budget for this curriculum area;
- write, monitor and evaluate an action plan for RE for the School Improvement Plan
- monitor & review the RE provision within the school

Monitoring and Evaluation

The teaching and learning in RE will be monitored through the school improvement plan by the RE Co-ordinator in the first instance and then the Senior Leadership Team and the Head teacher. Governors will be involved via the monitoring and evaluation of the School Improvement Plan cycle.

Health & Safety

Health and safety issues in RE include the safe teaching of appropriate procedures when on visits to places of worship. The children are taught to be aware of their own and others safety.

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.