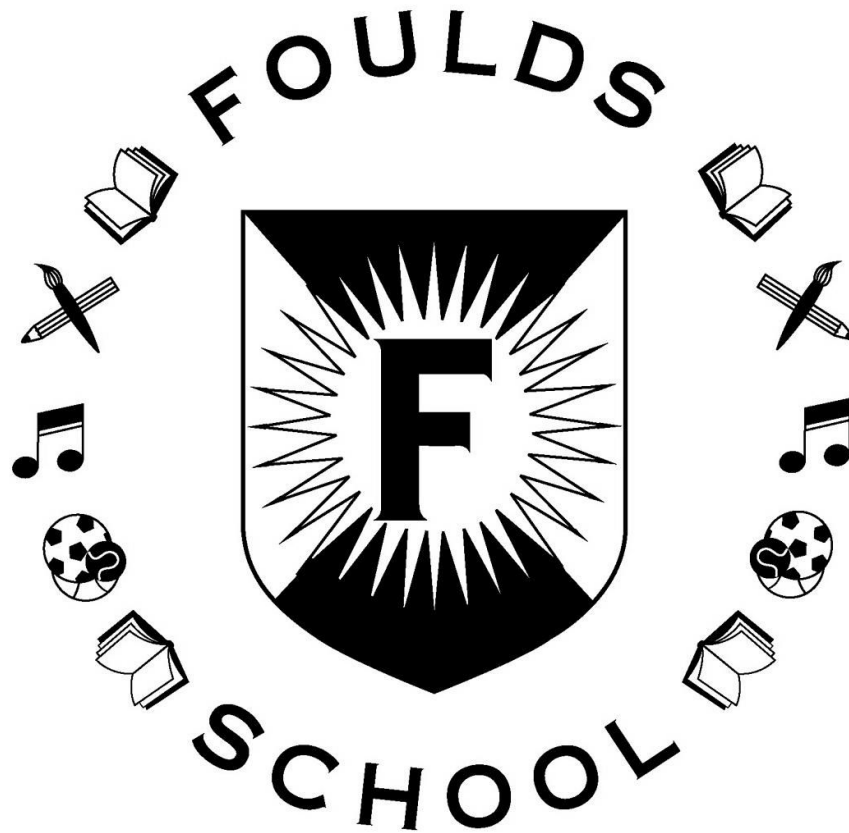


FOULDS PRIMARY SCHOOL



Religious Education and Collective Worship Policy Autumn 2018

Updated– Autumn 2018

Review Date – Autumn 2021

INTRODUCTION

Religious Education is an important part of our school curriculum. The study of religions will prepare and support our children in understanding the role it plays in people's lives not just in Barnet but in the world.

At Foulds, we consciously strive to achieve a positive caring ethos throughout the school and this is closely reflected in religious education. We see the context in which pupils learn and the values at the heart of the school as vitally important.

The nature of Religious Education means that it should be easily accessible to all pupils. This is why our teaching and learning is structured to accommodate differences in ability, performance and maturity regardless of gender, ethnic or cultural origins.

Barnet is also one of the most religiously diverse Boroughs in England. This diversity provides a rich heritage. It enables children and young people to learn from each other, and from the religious and ethical experiences of Barnet's people.

There is also great diversity within the individual religions represented in Barnet and followers come from many different cultures and traditions. It is important that this diversity and the relationship between religion and cultures is recognised, discussed and celebrated in our school.

Movement is a fact of life for many of our children and young people. This can mean travelling into Barnet from another borough or vice versa for their schooling. Many young people have migrated here from all over the world and some return to their place of birth for extended periods. By law all schools must provide religious education (RE) for all registered pupils, although parents can choose to withdraw their children.

In this school RE is taught according to the Barnet syllabus. It reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain. .

AIMS

- develop and extend knowledge and understanding of the six world religions, other world faiths, and of ethical beliefs
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies
- enhance and reflect on their own spiritual, moral, social and cultural development
- grow in confidence in their own faith and respect those with a faith different from their own
- develop a positive attitude to living in a religiously diverse society
- develop the ability to make reasoned and informed judgements about religious and moral issues.

ORGANISATION WITHIN THE CURRICULUM

The RE curriculum is covered through a range of topics. Our topics run on a 2 year cycle to cater for the one and a half form pupil intake.

The topics that are covered in the Early Years are:
Myself, Family and Belonging.

The topics that are covered in Key Stage 1 are:

Believing in God – Judaism Celebration – Hannukah/Diwal i/Christmas Special Places in the home and community – Islam and Hinduism Symbols – Sikhism (5K's) and Christianity
Believing in God – Hinduism Celebration – Harvest and Christmas Special Places in home and community – Judaism Story – Christianity Leaders and Teachers – Muhammad/Jesus

The topics that are covered in Lower Key Stage 2 are:

INSPIRATIONALPEOPLE – Jesus/Muhammad; RELIGION AND THE INDIVIDUAL – Islam and Judaism; PLACES OF WORSHIP – Hinduism; KEY BELIEFS AND TEACHINGS OF 8 RELIGIONS; SACRED TEXTS,TEACHING AND AUTHORITY – Christianity, Judaism and Islam; PLACES OF WORSHIP;– Sikhism

The topics that are covered in Upper Key Stage 2 are:

Pilgrimage and sacred; ;places- Hajj/Jerusalem; Places of Worship – Christianity and Islam; Journey of life and death – Hinduism and Christianity; Beliefs in Action –Beliefs in action in the world; Inspirational People – Buddhism; Worship – Judaism Beliefs and action – Codes of living

The teaching approaches we use are varied and include the use of stories, artefacts, videos, role play, active learning and discussions. Visits to local places of worship and visitors in schools are a very important part of the learning experience and are an entitlement for children. Worship never takes place during either visits or RE lessons in school.

We encourage the children and young people to develop the skills of investigation, interpretation, reflection, empathy, evaluation, analysis and expression.

In our school RE teaching is required for one hour, every week in the year. There may be RE days or mornings to ensure that the required hours of RE, as stated by the National Curriculum, are being taught. Various trips relating to RE are also carried out throughout the academic year, when planned, along with visitors from different religions presenting their beliefs to the children in class and whole school assemblies. Furthermore the assemblies during the week relate to key religions, topics or themes covered through PSHE and the RE curriculum. Assemblies have elements of reflection and these usually take place for 15 minutes once or twice a week.

INCLUSION

All children are given equal access to the curriculum. Children with special educational needs and those who have English as an additional language will receive the appropriate resources, support and differentiated tasks where necessary. Opportunities for “open-ended” research tasks will be available for those children who wish to continue their exploration and study of any aspect of a religion or culture within the RE curriculum. Parents have the right to withdraw their children from RE lessons and collective worship, following careful consideration of the scheme being provided and current government regulations

(relating to 1996 Education act). If children are to be withdrawn a letter from the parents to the head teacher, giving acceptable reasons, is required and they may then be required to meet with the Head teacher. The child shall then carry out religious studies in their own religion, provided by the parent, in school. Alternatively the parent/carer may supervise the child outside of the classroom during the designated lesson. Teachers have the right not to teach RE within a school and provision must therefore be made for that class to be taught by another teacher.

Our RE policy helps to provide children with the skills and knowledge they need to stay safe, enjoy and achieve and make a positive contribution to society.

ASSESSMENT RECORDING AND REPORTING

Pupils are assessed in each of their topics. There are two attainment targets that are used:

- 1) Learning *about* religion
- 2) Learning *from* religion

In RE children are assessed in a variety of ways. Children are questioned, notes are collated during lessons and planning is linked and related to the religions within the school community.

Assessments are recorded in planning, through photographs and recordings of discussions in notes or using ICT.

Attainment and progress is reported to parents and carers during Parent Teacher consultations and in the end of year reports.

At least once a year, all teachers assess whether pupils are 'working towards, working at or working in greater depth' in comparison to their age related expectations for Religious Education.

RESOURCES

Artefacts and resources from all religions are used to enhance practical experience and understanding. RE resources and artefacts can be obtained from the resources room. The boxes are organised by religions. Furthermore the online learning platform 'Twinkl' is heavily used for resources and planning. The planning units are all stored in the Staffroom on Google Drive.

LINKS WITH PARENTS AND THE COMMUNITY

We organise trips to Christian, Jewish, Hindu, Muslim and other places of worship. We also use the parents and local community leaders to talk about their religions and share their expertise. At Foulds we feel carefully planned visits to places of worship, and from representatives of major faith communities, are not only enjoyable but increase interest and build understanding between children of different faiths and cultures.

ROLE OF THE COORDINATOR

The coordinator is available to liaise with and support any staff when teaching any of the topics. They can be called upon to organise and invite community leaders and parents where necessary. The coordinator has the responsibility to advise staff and ensure resources that are required are ordered and organised for teaching the topics. It is also the

role of the coordinator to monitor teaching and learning and ensure the RE curriculum coverage. Learning walks will be used to monitor the delivery of RE.

STAFF DEVELOPMENT

Insets can be provided for staff to ensure the teaching of RE is regular and meeting the required standards. Coordinators can also attend RE Network meetings provided by the Borough termly to support the teaching and learning of RE.

SUCCESS CRITERIA

Our aim is that the teaching of religious education in our school will provide our children with the knowledge and understanding they will need in our ever changing world and that it will support them in their development of their own beliefs and values. We want to ensure children are engaged in their learning, work is differentiated appropriately and pupils are making progress through the coverage of the RE syllabus. Overall at Foulds we value the importance of how RE plays an integral role in the spiritual, moral and cultural development of children.

This Policy replaces the one produced in 2015 and will be reviewed in 2018. The Headteacher and Subject Leader are responsible for the implementation and monitoring of this policy. The subject will be monitored by the Subject Leader in accordance with the School Development Plan.

Deborah Whiteheadf – RE Co-ordinator

Date – November 2015

Review Date – November 2018

Foulds School Collective Worship Policy

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 where children:

- Have an opportunity to worship
- reflect on values and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues

How we arrange our assemblies at Foulds School

A daily assembly for Infants and Juniors at Foulds is an important part of the school day. During these assemblies we share stories from world religions as well as Christian stories. Each fortnight there is a different theme to our assemblies, which seek to encourage children to think about the part they play in the school and the

community as a whole. Our assemblies consider the values that underpin the school's ethos focusing on positive expectations.

Daily assemblies are outlined below (days and times may change)

Monday (10.00am)

Whole School assembly led by the Head teacher. This can be linked to the RE and PSHE curriculum.

Tuesday(10.00am & 10.30am)

Junior and Infant assembly led by the Deputy Head teacher this can be linked to the RE and PSHE curriculum. This assembly includes celebrating children who have been rewarded for something eg positive behaviour for learning.

Wednesday (10.00am & 11.30am)

Junior Singing assembly

Infant assembly led by a member of staff - usually with a moralistic emphasis or to provide information, this can be linked to the RE or PSHE curriculum. Also in this assembly children sometimes perform if they are studying a musical instrument.

Thursday (10.00am & 10.30am)

Junior assembly led by a member of staff - usually with a moralistic emphasis or to provide information this can be linked to the RE or PSHE curriculum.

Infant singing assembly.

Friday (9.05am)

An achievement assembly whereby we collectively share the achievements of the children. This is either led by the Headteacher, a Phase Group or is a Class Assembly.

- Class assembly where each class in turn will take on the preparation and performance of a 15/20 minute assembly on either a religious, moral or curricular theme. Each class will prepare one assembly in a year. Parents/Carers are invited
- Phase Group Assembly where a phase group selects work from the three classes to be presented by the children to show the work that they have been undertaking.
- Musical assembly where children who have been learning to play an instrument may perform a solo or as part of a group.

Each week:

- to celebrate the house points collected by each of the four houses and to present the shield to that team.
- to celebrate 'Star Pupil' from each class – A pupil is chosen by each class teacher to be the star pupil of the week
- to celebrate the giving of certificates for Achievement Awards

Parents have the right to withdraw their children from certain elements of collective

worship following agreement with the head teacher. Parents who do so may be asked to accompany their child in withdrawal from assembly time.

Visiting speakers

We invite outside speakers from different faiths, denominations and charities to lead assemblies throughout the school year.

Parents are informed of the visiting speaker in advance via the newsletter and are given the opportunity to withdraw their child if they wish.

A member of staff will remain with the speaker for the duration of the assembly.

As we are a community primary school we ask the speakers to give the children a choice not to participate in any ritual/prayer or choose to give children some time to reflect on the story instead.

We value the contributions from all our speakers, as their input helps develop a strong sense of community spirit and encourages respect for all belief and cultures.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.