

Leading Learning Trust – RE and Collective Worship Policy

**This Subject Policy applies to Selwyn
Primary School and to Portway Primary
School**

Date reviewed/initiated:	July 2019
Reviewed by:	Leadership team
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Policy ratified by CEO (as per Scheme of Delegation):	November 2019



**Leading
Learning Trust**

Selwyn Primary School and Portway Primary School are part of the Leading Learning Trust.



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1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

1.1. Document history

Date	Document title	Version
October 2016	Initial release as a policy separately applicable to Selwyn Primary School and to Portway Primary School.	1.0
Nov 2019	Review after 3 years of operation of the policy. Policy in operation at both Selwyn and Portway reviewed; issue of new Trust wide policy, further to consultation between school leaders.	2.0

1.2. Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The CEO is responsible for the operation of the policy within the schools, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed every 3 years by the School Leadership Team, and is then ratified by the CEO.



2. THE POLICY

2.1. Introduction

Legislation requires that religious education (RE hereafter) is part of the school curriculum for all registered pupils – at both state maintained schools and at academies. Across the Leading Learning Trust, RE is taught in accordance with the Newham Agreed Syllabus (agreed and published 2011). It makes contributions to the spiritual, moral, social and cultural development of our children. RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements. RE contributes to our spiritual, moral, social and cultural curriculum (SMSC hereafter), and prepares children for multi-cultural life in modern Britain by learning about and from different religions and philosophies.

Collective worship forms a separate but linked part of our curriculum. The aims, teaching strategies and course content of our collective worship programme at school are included as Appendix 1 to this document.

2.2. Aims

Through the teaching of RE, we aim to:

- enable children to learn about, from and respond to issues of religious belief, practice and experience;
- promote respect, understanding and tolerance for all faiths; and
- promote a positive self-image and present children with a code of moral behaviour required for living in a harmonious community.

2.3. Strategies for teaching

The document 'How we teach Religious Education' is published on our website. RE is taught through class discussion, written works, sharing of experiences, lifestyles, practical activities (art, drama and visits to places of interest in the local area, exploration of artefacts, songs and videos and visitors to the school.) The class teacher is responsible for delivering the lessons in conjunction with the whole-school framework. The RE / Humanities lead will then monitor year groups to ensure that coverage of the syllabus is thorough and effective. This will take place through learning walks, book audits and pupil interviews.

2.4. Programme of study/ scheme of work

RE is a part of the whole school curriculum and is taught in discrete sessions from Reception to Year 6. The 'RE support' units are used to inform the planning which outlines the key



questions/concepts covered each term during each Key Stage and by each year group. The borough units are used as a basis upon which the subject lead can devise the school's medium term plans and from this teachers create individual lesson plans.

Subject leaders are responsible for:

- ensuring a high standard of teaching and learning in their subject,
- monitoring and evaluating their subject,
- ensuring that each year group covers the skills, knowledge and experiences required
- ensuring that children's statutory requirements are being met,
- evidence gathering,
- enrichment opportunities being planned for, and
- enrichment opportunities fitting into the curriculum

Specific teaching practices across the three stages of primary provision are outlined below.

Early Years Foundation Stage

In the Foundation Stage RE is not taught as a distinct curriculum area. However, many of the statements across the areas of learning lead into the two RE attainment targets.

Key stages 1 and 2

There is a systematic study of Christianity and the other five principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism).

There is opportunity for smaller religions to be studied as well as atheist and agnostic points of view within any of the support units. The units highlight opportunities to learn outside the classroom as well as creatively through the arts.

2.5. Inclusion

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an additional language, HI children (through the use of suitable communication mode, visual aids and Communicator and/or Teacher of the Deaf support), children with Specific Special Educational Needs and more able children.

2.6. Marking, assessment and reporting to parents

Competence in pupils' RE knowledge and skill is monitored by the class teacher through pupil outcome, pupil self-evaluation and feedback to marking. POW Week visits and the 'Art in Heaven' competition allow teachers to assess children on a broader scale.



Whilst it may be necessary to make broad judgements about a pupil's progress, it is not appropriate to assess a pupil's own religious beliefs.

Parents are informed of their child's progress and achievements through a full written report in the Spring Term and at termly Parents' Evenings.

2.7. Monitoring and evaluation

The delivery of RE will be monitored on a regular basis by the Senior Leadership Team in line with the school Monitoring and Evaluation Policy.

2.8. Withdrawals

Parents who wish to withdraw their children, due to personal choice or religious affiliation, from 'some or all of the Religious Education delivered', are permitted to do so, once they have made a formal written request to the school. Teachers who wish to withdraw from delivery of Religious Education for similar reasons may also do so. Advice for staff re-dealing with requests for withdrawals from the RE curriculum are included as Appendix 2 to this policy. The appendix also sign-posts to additional information.

2.9. ICT

ICT where appropriate will be used to both deliver and enhance the delivery of lessons. It must only be used where it is respectful of the nature of religious faith and practice and where it offers insight into the key objectives of any planned unit of work. ICT through the use of internet, interactive whiteboards, music and videos can all further engage and assist in the children's learning and therefore will be of great value during the planning process.

2.10. Health and safety

There are no specific health and safety issues relating to the delivery of RE but where artefacts are introduced children and teachers alike should be aware of the need for careful handling and due respect that the artefact deserves. When educational visits are arranged all necessary Risk Assessments must be completed and the need for respect from adults and children alike must be reiterated (further detail is provided in our Educational Visits Policy). Any use of candles or incense for reflection and experiential learning must be used under supervision and usual Fire Safety rules. Religious visitors must be supervised and shown due respect both in terms of what they say and show.



2.11. Resources

It is the duty of the RE Leader in accordance with the chosen programme of study, to choose and store, with due respect, any necessary resources. Resources can be in the form of artefacts, video, audio, literature, posters, visitors, visits to places of worship and use of internet.

2.12. Religious Education Leader - role and responsibilities

The Leader draws up an action plan for RE. The plan outlines the development of RE, with reference to this Policy, resources, monitoring and a budget.

The Leader may be responsible for organising the whole school assembly rotas; for arranging POW (Places of Worship) week visits; supporting staff in their RE planning for a particular class or year group; monitoring planning; book monitoring and providing guidance and support to staff.

The Leader is responsible for purchasing all resources, and for attending external training and then feeding back to all staff.

Finally, the Leader advises teachers on how to contact local faith communities.



2.13. Appendix 1 - Collective worship at school

2.13.1. Introduction

Through our teaching of Collective Worship at school, we aim to provide a period each day when children and teachers can come together as a community to share experiences, take time to reflect on world and religious events, receive awards and to present their work.

2.13.2. Aims

The collective worship curriculum provides a time for children to come together to celebrate, reflect and learn from experiences of religion, world events, music and celebrations. The curriculum aims to support the children's development in the following areas: spiritual, moral, social, cultural and intellectual development.

2.13.3. Strategies for teaching

Collective Worship will be delivered in a variety of ways including story, music, drama, formal presentations use of interactive resources and student presentations.

2.13.4. Programme of study/ scheme of work

Best practice in Newham is evident when schools have a systematic approach to the use of themes in collective worship. To this end, a system of Big Questions will be drawn up each term, taking into account any significant religious celebrations, world events, school or community events and student achievements.

Early Years Foundation Stage

At the Foundation Stage, Collective Worship may not be delivered in a whole key stage format; sometimes it will be delivered in individual classes. It is expected that the Nursery and Reception Classes will follow the same themes and thoughts as planned for the rest of the school.

Key Stage 1

At Key Stage 1, the delivery will be through class presentations, singing, stories, drama, awards, and birthday celebrations and guest speakers. Strategies will include the use of interactive presentations. Assemblies are also an important part of the school's getting together as a community.

Key Stage 2



At Key Stage 2, the delivery will be through class presentations, singing, drama, awards and guest-speakers; strategies will include the use of interactive presentations. Assemblies are also an important part of the school's getting together as a community.

2.13.5. What makes a good act of collective worship?

QCA (1999) highlighted the following as characterising best practice:

- thorough planning, which includes the appropriateness of the acts of collective worship for the children concerned (i.e. age, aptitude, background);
- the use of themes;
- children participating and involved in the act of worship (i.e. not passive participants);
- designated time for reflection;
- contributing to the spiritual, moral, social and cultural development of pupils;
- evaluation of collective worship;
- use of outside speakers, and
- affirming and expressing the school's vision, values and ethos.



2.14. Appendix 2 - Withdrawal from Religious Education lessons: policy and guidance

2.14.1. Advice on requests to withdraw from RE lessons

This advice is to support a school if a parent asks for a pupil to be withdrawn from RE lessons.

These guidelines apply only to RE (not Collective Worship)

Text in standard type is from the 1/94 circular. *Text in italics is Newham's additional guidance.*

1. If a parent asks that a pupil should be wholly or partly excused from attending any RE in the school, then the school must comply. Parents are not obliged to give reasons for the withdrawal. *It is good to meet with the parents to discuss their concerns and in many cases, once the parents understood what RE is and is not they will want their child to continue with their RE lessons. On some occasions, it is through a lack of understanding that withdrawal is requested, and discussion allows fears to be addressed. Newham SACRE faith members as well as the RE adviser are here to support a school in discussions with parents if that support is needed. Please contact the RE Adviser to make the necessary arrangements.*
2. A pupil may, if the parent requests this, be withdrawn from the school premises to receive RE elsewhere, so long as the Local Authority (LA) is satisfied that this will not interfere with the child's attendance at school other than at the beginning or end of any school session. If this is not possible and the parents wish their child to receive separate RE, the school is required to allow such education to take place in the school providing it does not have to meet the cost and the request is not unreasonable. *These practical implications of withdrawal should be made clear to the parents at a meeting, and the school should be clear about what is reasonable e.g. space, supervision, the parents need to organise their child's work for 1 hr a week in RE time – the school does not organise what the child does for this time – it is the parents' responsibility.*
3. The school is responsible for the child, unless the child is receiving RE elsewhere.
4. If RE is taught as part of an integrated Humanities programme or in conjunction with other National Curriculum subjects, parents still have the right to withdraw their children from the RE elements of these programmes. *It is important that parents know when RE is occurring within such programmes. A leaflet or guide to the RE curriculum may be one way to help parents and avoid withdrawals in such circumstances. If RE can not be separated easily from where other subjects are being taught children can not be withdrawn.*
5. When religious or spiritual matters come up in other areas of the curriculum – both planned and spontaneously – this does not constitute RE in the legal sense. Parents could



not insist that their child be withdrawn every time such issues arise. *These issues are helping the child in their spiritual, moral, social and cultural development and this will need to be explained to parents who want their child withdrawn.*

6. It is best practice for a school to have a withdrawal policy statement of procedures, so that all teachers are clear how to handle such a request or demand from a pupil or parent. In your copy of the Agreed Syllabus there is a list of who has been part of making Newham's Agreed Syllabus and have given it their approval. This is a useful place to start in a discussion with parents as sometimes once they understand what is going on in their child's RE lessons, and they find out it has been passed by their faith leaders and the majority of faith groups in Newham they are not so worried about their child receiving RE.

7. A child or young person cannot be in for the teaching of their religion in RE and out for all the others. They are either withdrawn from everything or nothing. If the parents are choosing to withdrawal their child it is often good to emphasise that this is a shame as it will mean that their child will not have the opportunity to talk about their families faith and how they 'do' things in their home or place of worship, the beliefs that are important to them.

2.14.2. Advice on concerns about RE

If a family wishes to raise concerns or has a complaint about RE within their child's school there are protocols to be followed. The school's Complaints Policy should be used if an information resolution is not possible.

It is important in the first instance that this matter is raised with the school directly. If parents/faith communities are still unhappy with the response they receive, they can make contact with Newham's SACRE. SACRE will make contact with the school and the parents/faith community and see if they can help to resolve the matter.

If the parents/faith community is still unhappy with this response, then they can take their complaint onto the council's curriculum panel for their attention. Obviously we would hope that this would never be necessary. The decision of the curriculum panel would be final in all matters.