

John Keble Church of England Primary School



Religious Education and Collective Worship Policy

Chair of Governors	
Head teacher	Catherine Allard
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Review date	

Religious Education

Statement of Intent

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the aims and objectives of Religious Education in Church schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religious and worldviews appreciating diversity, continuity and change within the religions and worldviews studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Summary of the Governors' Directive for RE

The school should provide:

- A framework for Christian teaching.
- Insights into the life and concerns of the worldwide Christian Church.
- Teaching about other world faiths.
- Opportunities for children to develop their own awareness of the spiritual dimension, so that they might grow in their own beliefs and begin to make their own decisions.
- Agreement in the decision to teach through the LDBS syllabus.

The intent of the LDBS syllabus:

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry- based approach to the teaching of RE so that the following skills in children can be developed:
 - Ability to be critical thinkers
 - Ability to engage critically with texts
 - Ability to ask deep and meaningful questions
 - Ability to make connections within and across religions and worldviews
 - Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions
 - Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

Rationale

Children should gain both a knowledge and understanding of religion (learning *about* religion: the content – Attainment Target 1) as well as being taught to reflect on the meaning of religion (learning from religion: the skills - Attainment Target 2). Through gaining an understanding of religion in this

way, children will develop the skills and language through which they will be able to search for, question and develop their own religious beliefs, as well as learning to respect and understand the beliefs of others. It is our belief that giving children the opportunity to explore the spiritual dimension of life is integral to the education of the whole child and impacts upon all areas of the curriculum.

Through religious education the following skills are developed:

Enquire: Engage with big and subsidiary questions which focuses on theology. What are the big theological questions you are exploring?

Investigate/explore: The ability to ask questions and explore different opinions.

What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:

- Interpreting and analysing sacred text
- Using challenging and controversial questions
- Extended pieces of writing
- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/communicate: The development of creative and artistic skills through expression of what they believe, what they have discovered or their responses to story, information or experience.

What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response?

Sensitivity/empathy: which should enable the children to enter imaginatively into the view and practices of other people and so come to understand and respect them.

Moral understanding: children should develop not just knowledge of right and wrong but an understanding and personal conviction about why things are right and wrong, and an understanding about the importance of forgiveness.

Objectives

To ensure the teaching of RE supports and enhances:

- The Christian vision of our school.
- Contributes significantly to the spiritual, moral, social and cultural development of children.
- The Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

To fulfil three strands for RE learning from the National Curriculum:

A: know about and understand a range of religions and world views.

B: express ideas and insights about the nature, significance and impact of religions and worldviews.

C: gain and deploy the skills needed to engage seriously with religions and world views.

To explore the key areas of enquiry:

- beliefs, teachings, sources of wisdom and authority
- ways of living
- ways of expressing meaning
- questions of identity, diversity and belonging
- questions of meaning, purpose and truth
- questions of values and commitments

Our practice

In order to achieve these objectives staff at John Keble should actively promote mutual respect for and tolerance of those with different faiths and beliefs.

Develop their own subject knowledge

Each unit of the LDBS scheme of learning comes with subject knowledge pages for teachers. Teachers have to read through this before teaching their unit to support it. At John Keble we have a staff expertise list so that teachers can share and support each other with subject knowledge and different members of staff can teach across the school where possible.

Learning environment, display and working wall

2 separate displays -

1. Reflection Area (for worship) –Class tree (design consistent throughout the school) with our vision strapline, 'Rooted together in love, growing without limits' as heading
School's 6 key Christian values – Hope, Trust, Compassion, Koinonia, Wisdom & Worth in the roots of the tree and each child's name in the class on the little hearts growing from the branches
Space below (a table or bench) to set up your reflection area activity (all resources come in a box which change half termly)
2. RE Working Wall (big question displayed at the top of the board and as journey through the unit, sub questions added below) If a Christianity unit, children's engagement with the Trinity shown.

Our RE displays should be

- Interactive – space for children to use & add to
- Photographs and post-it notes reflecting learning & pupil voice
- Supportive (images, key vocabulary & sentence stems)
- Challenging (big questions, quizzes, find out about... what do you think about... ?)

Class Collective Worship

Staff prepare class worship session/s each week (these should be recorded in the class Reflection Book). Children should be able to articulate what they have learnt in these sessions and make connections with their learning in assemblies and RE lessons.

Prayers

Prayers are a key part of our daily routine. Time for prayers is made before lunch and at the end of the day.

Lesson design

Big question

Each unit of work is based around a 'big question', which is explored over a series of lessons.

Cover page

Children are given a 'cover page' at the beginning of each unit, which gives an overview of the unit including the questions explored, key vocabulary, relevant core concepts, key texts to analysis etc. These are differentiated to make them usable for pupils. Where appropriate, areas are left for the children to fill as they learn.

Bubble page

On the adjacent page to the cover page, children form a 'bubble' in the centre to their page with the big question.

KS2 In the first lesson, the children write down any questions they have and anything they already know. Each subsequent lesson, they add their learning to the bubble in a different coloured pencil (creating a key with dates) to show the progress in their understanding.

KS1 They do this as a shared teaching and learning activity, with the teacher adding to the class bubble on the board. This is printed and glued in at the end of the unit.

Each lesson:

Sub questions form the basis of the lesson and are the learning question.

Teachers adapt the LDBS scheme of learning together with the assessment criteria to design a lesson that meets the needs of all the children in their class.

Resources

Resources referred to in scheme of work are available on the LDBS website (SIAMS & RE – RE – Recommended Resources & Supporting Documents)

John Keble subscribes to 'RE Today' Termly magazines – NB and NS update staff with ideas from these. We also have a bank of RE Today Resource books available for teachers.

We also have a list of expert staff who can be consulted for support.

Trips & visitors

Before planning each unit please refer to the Trips and Visitors timetable and plan accordingly. This gives suggestions of trips and visitors that would enhance the teaching and learning of the unit. At John Keble it we try to build links with the religious organisations near to the school. Teachers make the most of being close to the centre of a city with many religious places of interest. 'Virtual' visits to places of worship are also available on www.request.org.uk

Recording

Every lesson must be recorded in either the RE books or the reflection book (if evidence is digital, please refer to in the reflection book)

At least 2/3rds of the lessons should be reflected in the children's RE books (i.e. in a 6-week half-term, 4 lessons will be in books; 2 in the class reflection book)

RE Books

Each lesson needs to have the date and LQ

The beginning of each unit should be marked with a cover page and a bubble page (next to each other)

Bubble: Heading 'Big question' in the bubble

Children record questions, thoughts & understanding in black pen at the beginning of the unit.

As the teaching and learning goes on, children add answers, further understanding and thoughts in a different colour pen each week to show progress and date this.

- **Reflection book**

Each lesson recorded in here, must include the date, LQ and evidence of pupil voice

Feedback

Weekly

3 questions on IWB

Teachers should either plan reflection/extension questions before the lesson

1. Teachers should consider when planning, 3 questions that will support / extend different groups of children in your class and add green, yellow and red questions to your IWB for the children to complete at the end of the lesson

Or add questions after the lesson based on feedback during the lesson & looking at the books

2. Teachers should look at all the books after the lesson and create green, yellow and red questions on your IWB to use at the beginning of the next lesson to ensure children reflect / are extended.

These green, yellow and red questions need to be accompanied by stem sentences to support children in answering the question and to clearly show what the question was

(i.e. Q: How is the way Christians worship similar to how Muslims worship?

Stem sentence: Both Christians and Muslims worship by ...

Key vocabulary: monotheistic, Jesus, prophet, Holy book, South West Asia, Jerusalem, Abraham, Moses)

Teachers should remind and encourage children to use the key vocabulary on the cover page or where necessary provide key vocabulary on the IWB below the specific questions

Stickers to indicate question chosen

If when looking at a book after the lesson you would like to direct a child to answer either green, yellow or red, then add the relevant coloured sticker to the margin below his/her work

Alternatively, when children choose either a green, yellow or red question, s/he will need to take the relevant coloured sticker, put it in the margin at the bottom of his/her work and answer the question using the stem sentence provided

Assessment

Teachers' formative assessment will come from looking at the outcomes at the end of each lesson and seeing the extent to which the child was able to answer the question. This could be captured in a variety of ways, including recording children's verbal responses during class discussions and debates on post it notes to add to books. The children's bubbles will show how their understanding has deepened over the course of the unit.

Over the course of the unit teachers will use the assessment stickers to determine whether a child is working towards, expected or greater depth and highlight the outcomes that have been demonstrated.

Teachers will be expected to take part in regular moderation to ensure secure assessment.

Teachers will make a summative assessment each year.

Organisation

Foundation Stage

RE is woven into all aspects of the EYFS curriculum and is also taught as a standalone lesson on the timetable for Reception.

Christianity:

To ensure that 2/3 of the RE curriculum is based on the teaching of Christianity the following number of units have been written.

EYFS:

- 6 six-week units of learning (Including units for Christmas and Easter)

K.S 1:

- 2 Christmas units of learning
- 2 Easter units of learning
- 4 six-week units of learning
- 4 two-week units of learning

K.S 2:

- 4 Christmas units of learning
- 4 Easter units of learning
- 6 six-week units of learning
- 8 two-week units of learning

Each unit addresses an aspect of Christian theology; addressing a theological concept at an age appropriate level. The theological concepts have been mapped out, using the same theological concepts as identified in the Understanding Christianity Project so as to offer schools a consistency in the theological language used, if they choose to use both resources.

Judaism:

K.S 1:

- 2 six-week units of learning

K.S 2:

- 1 six-week unit of learning

Islam, Hinduism, Sikhism & Buddhism

2 six-week units have been written for each world faith. Within the units the following topics are explored:

- The main teachings and beliefs of the Faith
- Beliefs and practices and the impact they have on the life of the believer.
- How key festivals within the Faith are celebrated within the Faith community.

It is up to the school to map out in which year group each faith is taught.

K.S 1: Christianity, Judaism and one other faith to be taught.

K.S 2: Christianity, Judaism and all other faiths not addressed in K.S 1 to be taught.

Thematic units:

Three thematic units have been written to be used in upper key stage 2. Teachers are encouraged to teach these units in such a way that allows room for children to apply their knowledge and understanding of all the religions and worldviews to key concepts and to make connections within and across the Faiths.

Unit of learning titles:

- The journey of life and death
- Understanding faith in own community (Harlesden)
- Who decides?

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2		
Nursery	Harvest	Christmas	Easter	Easter	Bible Stories and Christian Values	Bible Stories and Christian Values		
Reception	Who Made The Wonderful World?	Why Is Christmas Special For Christians?	Why Do Christians Believe Jesus is Special?	What is so Special about the Easter Story?	Who Cares For This Special World?	How did Jesus Rescue People?		
Year 1	What Responsibility Has God Given People About Taking Care of Creation?	Why Are Saints Important To Christians?	*Nativity Characters: Which Character Are You? Why Are You Important?	What is it like to live as a Jew?	What are God's rules for Living -The Ten Commandments	*Why is Easter the most Important Festival for Christians?	What Does It Mean To Be A Muslim?	Why is it good to listen to and remember the stories Jesus told? The parables of Jesus
Year 2	Why did Jesus Teach the Lord's Prayer the way he did?	Who is the Saint of our School?/What's the story of our school name?	*Where Is The Light Of Christmas?	Why Are They Having a Jewish Party?	What is the story of Noah all about?	*How Do Easter Symbols Help Us To Understand The True Meaning of Easter?	What is the best way for a Muslim to show commitment to God?	Why do Christians make and keep promises before God?
Year 3	What is the Bible's big story?		*How Do Advent and Epiphany Show What Christmas Is REALLY About?	What Does It Mean To Be A Jew?	How do Christians believe following Jesus' new commandments make a difference?	*Easter -Who Is The Most Important Person In The Easter Story?	What Is Buddhism?	Who Is Jesus? ("I am..." sayings)
Year 4	How did belief in God affect the actions of people from the Old Testament?	What Are The Beatitudes and What Do They Mean to Christians?	*What do Christians mean by peace at Christmas?	What Is The Importance of Symbols, Beliefs and Teachings in Hinduism?	Do fame and Christian faith go together?	*How does Holy Communion build a Christian community?	What Does It Mean To Be A Hindu?	Liturgy
Year 5	What do the miracles tell us about Jesus?	Wisdom (including Proverbs)	*Christmas Through Music And Art	What Do Sikhs Believe?	The Contemporary Anglican Church	*What Happens in Churches At Easter?	What Does It Mean To Be A Sikh?	Understanding Faith In... Harlesden
Year 6	Journey Of Life and Death	Should Every Christian Go On Pilgrimage?	*How Would Christians Advertise Christmas? / What Does Christmas Mean Today?	What Does It Mean To Be A Buddhist?	What Do Monastic Traditions Within Christianity Show Us About Living in Community?	*Easter Hope	How Has The Christian Message Survived For Over 2,000 Years?	Who Decides? (Bridging/transition unit)

How we monitor & evaluate

The Spiritual Life of the School faculty meet half termly and evaluate the action plan. Throughout the year faculty members speak with teachers and pupils, look at planning and outcomes and observe lessons to gain feedback which helps inform our next steps

Collective Worship

General statement and statutory framework

The Schools Standards and Framework Act 1998 (Section 70 and Schedule) requires:

“all registered pupils (Apart from those whose parents exercise the right to withdrawal) must, on each school day, take part in an act of collective worship.”

A daily act of collective worship is an important means of developing the spiritual and moral aspects of school life. The daily act of worship will be Christian in nature, aiming to provide pupils with an opportunity to worship God, to consider spiritual and moral issues, and to explore their own beliefs. It should promote a common ethos and shared values and reinforce positive attitudes. However, it is important to consider that a proportion of our children come from other faith backgrounds. With this in mind, significant festivals of other faith communities will be recognised as appropriate.

The Act (1998) requires that every maintained school includes provision for a daily act of worship at the school. As John Keble is a Voluntary Aided school, the arrangements for a daily act of worship are the responsibility of the Governors in consultation with the Headteacher.

The right of parents to withdraw their children from the act of collective worship is an integral part of the Act (1998). Any parent who wishes to exercise this right may do so in consultation with the Headteacher. Staff employed by the school may also withdraw from acts of collective worship.

Philosophy

John Keble Church of England Primary School is a multi-cultural school which nurtures Christian faith and behaviour. The Christian faith underpins all aspects of school life. Acts of Collective Worship are a fundamental part of the life of the school. They are an opportunity for the school to meet together to share experiences and understanding of the spiritual dimension. Our worship is primarily and distinctively Christian. We aim to give children the opportunity to reflect on God and the world He has created, to develop awe and wonder, to learn about the Christian faith and to develop moral values that will take them through life.

We combine Christian teaching and values which create opportunities for children to develop spiritually, emotionally, personally, socially, mentally and intelligently, so that their self-esteem and well-being is sound and supported by ever growing emotional intelligence; leading to an understanding of their rights and responsibilities as young citizens.

Aims

Through the daily act of collective worship we aim to:

- Give honour to God through praise and worship.
- Provide an opportunity for thought, prayer, reflection and celebration in a caring atmosphere; through this children learn about and are nurtured in Christian faith.
- Encourage the development of religious and moral codes of discipline to sustain them through later life and to help them develop an understanding of Christian beliefs.
- Foster positive experiences and an understanding of the Christian faith and its values.
- Awaken spiritual awareness by developing a sense of awe, wonder and mystery.
- Create a sense of school identity and of belonging to a school community which shares common experiences.
- Encompass all aspects of school life, all curriculum areas and reflect the school's ethos.
- Show children that we are members of a wider community, both local and global;
- Encourage a care and concern for others in society and the natural world.

- Acknowledge diversity and affirm each person's life stance, whether it is religious or not.

Approaches

In acts of worship we should ensure that:

- The purpose of the act of worship is clear to all present.
- Artefacts, visual aids or other foci of interest are used where appropriate.
- Opportunities are given for prayer, reflection and discussion.
- Children are actively involved as much as possible.
- Subject matter is appropriate to the age and experience of children.
- Visitors, governors and parents are welcome to attend on a variety of occasions.
- Links with St Matthews Church and All Souls Church are maintained and strengthened.
- Children and adults take away something to think about and take into their daily life within school and the community.

Organisation

At John Keble we provide opportunities for worship, for example class collective worship led by the children or staff, assemblies led by various members of the school community and external parties and Songs of Praise led by our music teacher.

At each assembly there is always an opportunity for prayer or reflection. A range of prayers are used including the Lord's Prayer, Our School Prayer and extempore prayers. The vicars of All Souls and St Matthew's Churches prepare children for their First Communion in school during lunchtimes in the Summer Term for KS2 children who wish to receive Communion.

There are class prayers before lunch and at the end of the day.

Themes for assemblies are planned by the Headship team, faculty leads and the vicars of St Matthews and All Souls churches.

Singing and music are important elements in our collective worship. Music chosen by both staff and children should precede and end each act of worship. The music played in assembly is linked to the themes. Children and staff who play instruments are encouraged to use their skills to set the scene for worship as pupils lead into assembly. Candles are lit at the beginning of each assembly.

Throughout the year, the school participates in a number of celebration services which are held at our local churches. These include Harvest Festival, Christmas Carol Services, Advent Service, Easter Services and an end of year leavers' service.

Planning, record keeping, monitoring and evaluation

The monitoring and evaluation of this policy is the joint responsibility of the Headteacher, the vicar and a member of the curriculum committee, who should monitor and evaluate the success of acts of collective worship through:

- Regular discussions with staff and children as to the relevance and impact of acts of worship.

- Regular observation of and participation in acts of worship to assess children's involvement and response, and the appropriateness of content and presentation.
- Identification of any relevant training needs amongst staff.
- Regular monitoring and development of resources.
- Checking that appropriate opportunities to raise multicultural, equal opportunities and gender issues are created and taken.
- Ensuring that the legal requirements for collective worship are being met.

Every year the school produces an outline of worship across the year indicating themes and related biblical references. Members of the governing body regularly attend Collective Worship to ensure its effectiveness.

A Class Assembly rota is drawn up by the Headship Team at the beginning of each year and communicated to parents/carers.

Parents/Carers are welcome and encouraged to watch Class Assemblies, attend Church Services and a range of other assemblies throughout the year.

Success criteria

At this school we evaluate our acts of worship against some of the following:

- Involvement, enjoyment, attention and reaction of pupils.
- The growth of respect and tolerance within the school community.
- Positive response to shared experience.
- An atmosphere which matches the theme.
- A contribution to the individual and community sense of well-being.
- A sense of occasion.
- A sense of challenge.
- A place in the overall plan of the school.
- Enrichment of pupil's experience.

An evaluative report will be submitted to the Governing Body each term and the Curriculum reviewed by the Curriculum Committee at the end of the year.

This policy will be reviewed every two years or in the light of changes to legal requirements.

Collective worship in schools

The legal requirement for collective worship

The Schools Standards and Framework Act 1998 (Section 70 and Schedule 20) requires:

1. All registered pupils (apart from those whose parents exercise the right to withdrawal) must on “each school day take part in an act of collective worship”. Along with the parental right of withdrawal, teachers retain the right to withdraw from collective worship. Voluntary Aided Schools however expect teachers *whose National Society contracts include Clause 8a on R.E. and Clause 8b on (respecting the character of the foundation” to take part in collective worship).*
2. The requirement is for “Collective Worship” rather than corporate worship. Corporate worship (e.g. in church) assumes a group of people with shared beliefs. Collective Worship recognises the different background, experience and commitment of children gathered together in school.
3. The daily act of collective worship should be conducted in accordance with the provisions of the Trust Deeds of the school and the Ethos Statement in the Instruments of Government, and should be consistent with the beliefs and practice of the Church of England.
4. For collective worship, pupils can be grouped in various ways: as a whole school, according to age, or in groups (or a combination of groups) which the school uses at other times. Pupils cannot be put into special groups just for collective worship. Acts of worship must be appropriate for the pupils, in that they should take account of the pupils’ age, aptitude and family.
5. The daily worship will normally take place on the school premises. All schools are now able to hold their Act of Worship elsewhere (e.g. the local Parish Church) on special occasions.
6. The daily worship may take place at any time of the school day. However, acts of worship are not curriculum time and should not be subsumed into any part of the curriculum. Acts of worship must be *distinctive from other aspects of school life* and able to be identified as such to meet legal requirements.
7. Responsibility for the arrangement of collective worship rests with the Governors in consultation with the Headteacher. Foundation Governors have a particular responsibility because they are appointed for *“the purpose of securing, as far as is practicable that the character of the school as a voluntary school is preserved and developed, and, in particular, that the school is conducted in accordance with the provisions of any trust deed relating thereto. The Headteacher has a responsibility to ensure that all arrangements for Collective worship are secured.”*