



Rudgwick Primary School RE and Collective Worship Policy September 2020

Our vision: Rudgwick Primary School aims to be a community where everyone is **inspired** by a love for learning, is supported and encouraged to **believe** in themselves and is enabled to **achieve** success.

Review by: Full Governing Body
Approve by: Full Governing Body
Date for review: 28/09/2023
Frequency of review: 3 years

1 Introduction

Religious education is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1998 Education Act. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

This is a primary school. The education acts require that the religious education should be provided according to the “Agreed Syllabus for Religious Education in West Sussex Schools, 2008.” This document is available in school.

2 Aims and Objectives of Religious Education

Religious education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others,
- the role of family and the community in religious belief and activity,
- the celebration of diversity in society through understanding similarities and differences,
- sustainable development of the earth.

Religious education also recognises the changing nature of society, including changes in religious practice and expression and the influence of religion, in the local, national and global community.

2.1 Aims

1. To provide opportunities for all pupils to learn and achieve.

- To promote an enquiring approach in which pupils carefully consider issues of beliefs and truth in religion.

- To enable pupils to evaluate thoughtfully their own and other's views in a reasoned and informed manner
- 2. To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life**
- To enable pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures.
 - To develop pupils' awareness of themselves and others
 - To help pupils to gain a clear understanding of the significance of religion in the world today
 - To learn about the ways different faith communities relate to each other.
 - To explore the significance of the environment, both locally and globally, and the role of human beings and other species within it.
 - To reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

2.2 Objectives

General objectives for Key Stage 1

To enable pupils:

- to become increasingly aware of the significance of religious ideas and experiences by means of stories, drama, ritual and worship with emphasis on the Christian tradition;
- to use and experience the creative crafts in the exploration and communication of religious thoughts and feelings;
- to develop religious insight and moral and spiritual values by encouraging a sensitivity towards other people and a capacity to form relationships based upon love, sympathy, forgiveness and consideration;
- to begin to enhance and clarify their own ideas about religion by developing self-expression, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.

General objectives for Key Stage 2

To enable pupils:

- to acquire a more coherent knowledge of the life and teaching of Jesus
- to understand the structure of the Bible and obtain a basic knowledge of its key personalities;
- to explore the nature of Christian worship and the use of signs and symbols in expressing religious feelings and beliefs;
- to become familiar with different ways of communicating and interpreting religious experience;
- to become aware of the importance of the spiritual dimension in their own experience and in the experiences of other individuals and communities;
- to acquire a basic understanding of the place of religion in the world and its relevance to personal, social and moral issues.

During the academic year, studies of various religions are covered by each year group to ensure that children are developing their knowledge of different cultures and beliefs around the world. These are outlined below.

Objectives covered in RE (per year)

Year R

Autumn 1 Magical Me	I am special <ul style="list-style-type: none">• Things about me• Families and belonging• Does being different matter?• Harvest
Autumn 2 Autumn Days	Let's celebrate <ul style="list-style-type: none">• Birthdays (through the year)• Christmas
Spring 1 Spots, stripes and rainbows	New Beginnings <ul style="list-style-type: none">• New Year• Resolutions

Spring 2 Far, far away (traditional tales)	New Life <ul style="list-style-type: none"> • Easter and Holi • Spring • Baptism
Summer 1 On my way (journeys/life cycles)	Special people and special things <ul style="list-style-type: none"> • Jesus • People who are important in their lives • Do they have special, precious things? • Christian artefacts
Summer 2 Night and Day	Our wonderful world <ul style="list-style-type: none"> • Creation • Our environment • Animals • Noah's ark

Year 1

Autumn 1	Friendship- Trust C2 <ul style="list-style-type: none"> • Why is trust important? Discuss as a class. • Share a Bible story a week with children which explores Friendships (Prodigal Son, Good Samaritan, Jesus and his Disciples, Zacharias etc).
Autumn 2	Celebrations including Diwali and Christmas A1/A3 <ul style="list-style-type: none"> • Festival of Light • Light a candle and talk about how it makes you feel when it's alight. Introduce the story of Hanukkah and relate to story of Moses escaping Egypt. • How do Jewish Families celebrate Hanukkah at home.
Spring 1	Creation- Bible story C1 <ul style="list-style-type: none"> • Share the creation story y (7 days, rather than Adam and Eve). • Create a dance with chin to show the creation story – links to PE. • Create artwork linked to the creation story.
Spring 2	Saints and religious leaders A2 <ul style="list-style-type: none"> • Share the patron saints with children, 1 saint a week. • Children to create posters about their chosen saint (links to ICT) • Children to share posters.
Summer 1	Special places- local church/chapel B1 <ul style="list-style-type: none"> • Plan a visit to the local Evangelical Church. • Why is the building special to Christians? • Explore Baptism and compare with Baptism in C of E church – Baptism ceremony differs within Christianity but means the same thing.
Summer 2	Special books B3 <ul style="list-style-type: none"> • Sharing books special to us (and family bibles if any chn have one).

- Values at home and school – what do they mean?
- Special book – Bible for Christians. What makes it special?
- Look at an old Bible’s initial letter and illustrate your own letter

Year 2

<u>Term</u>	Required Areas of Study	Overview
<u>Our World & St. Frances</u> Autumn 1	C1, C2, B1 (harvest)	What is a Saint? Who is St Frances? Adam and Eve and the creation story. How was St. Frances continuing their vocation from God? <i>How does this view of caring reflect in our society today? Do people still put the needs of animals first? What do you think about this?</i> Harvest Festival
<u>Our Church- what is it used for?</u> Autumn 2	B1 A1, A3 (symbols) B1 C1 (nativity story inspired poetry)	What does a church look like. Why is it a special place? <i>What do you think it is for? Do you think it is special? Why?</i> Church music. Listen to, learn a song. What instruments do they use? <i>Is all church music the same?</i> Advent – Visit church. Look at symbols i.e. wreath, colours of the church at Advent. Break down the Christmas story. Why is advent important to Christians? Think about the characters involved and how they are feeling. Write poems to demonstrate their understanding of the Christian perspective.
<u>Judaism – features of a Synagogue</u> Spring 1	A1,A3,B1 A2- special spaces for scriptural stories B2- synagogue in everyday life	What does a Synagogue look like. Key differences between Judaism and Christianity. Why is it a special place? <i>What do you think it is for? Do you think it is special? Why?</i> Jewish worship music. Listen to, learn a song. What instruments do they use? <i>How does it differ/is it similar to church music?</i> <i>How is the synagogue part of a Jew’s everyday life? Video</i> Stories- do they tell special scriptural stories? Are there places in the synagogue where these are shared?
<u>Easter</u> Spring 2	A1	What do we know about Easter? Why Christians celebrate Easter. Christian Symbols of Easter and things we see in our everyday lives that we associate with Easter! Shrove Tuesday- Pancakes Tell the Easter story. Drama and take photos/video Church Visit- how is it different/similar to our Advent visit?

<u>Rules- How can the 10 commandments help us</u> Summer 1	C2, C3 A2 (Moses) B1	Moses Story of the 10 commandments. Unpick the 10 commandments. What did they mean to the Jews then? Recap Judaism and Christian beliefs. Show timeline to explain old and new testament chronologically- include Advent and Easter as prior learning. Are rules useful in our everyday lives today? Are there any of the commandments that you do/don't agree with? Introduce Jesus' commandments from the New Testament as points for discussion and comparison.
<u>Baptism- What is it for?</u> Summer 2	A3, B2	What is Baptism? What do you think it is for? Read about Jesus' baptism by John the Baptist. Why do Christians think baptism is important? Why Baptize babies? What are christenings? How do different churches perform baptisms? Martin in to visit- do a role-play baptism and answer questions. Stain Glass Windows

Year 3

Autumn 1	Harvest- link to Stone age beliefs? Festivals of light/summer/winter solstice (A1) <ul style="list-style-type: none"> • Link to Stonehenge and other standing stones in the UK • Early cave art as symbology • Paganism - Druids
Autumn 2	Signs and symbols (A3) (Class discussion on what are symbols/signs) <ul style="list-style-type: none"> • Link to prior learning on Paganism – symbols • Visit to a local church to explore symbols • Walk around Rudgwick and take photos of signs to make a class collage
Spring 1	What is faith?- Abraham (A2, B2) <ul style="list-style-type: none"> • Visit by Martin King? • Who was Abraham? How was his faith tested?
Spring 2	The Bible- stories (A2, B3) <ul style="list-style-type: none"> • What is the Bible? Discuss as a class • Difference between old testament and new testament • Drama- re -enact/freeze frame stories from the Bible
Summer 1	What do we know about Jesus? (A3, B1) <ul style="list-style-type: none"> • Visit by Martin King? • Discuss who Jesus was as a class • Children produce a character study/profile of Jesus • Make a storyboard/timeline of Jesus' life

Summer 2	<p>Hinduism- teaching of 'harmlessness'. Sacred texts (A2, A3, B1, B3)</p> <ul style="list-style-type: none"> • What is harmlessness in the Hindu faith? (ahimsa) • Possible visit to Crawley Hindu temple • ICT tour of Gujurat Hindu Temple (Preston) • Google Earth to look at India and places around the world where Hindu temples are located. • Comparison between Christianity and Hinduism
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Year 4

Autumn 1	<p>Worship, pilgrimage and sacred places (Islam and Christianity- differences between the religions) A1/A2/A3/B3/C1/C2</p>
Autumn 2	<p>Make booklets of the journey they go on, why, where and what for. Find similarities and differences e.g. stories in both religions. Look into the culture and way of life of a Muslim and compare it to a Christian. Visit from someone from both religions.</p>
Spring 1	<p>Easter from Passover to the Last supper A3 Investigate symbols and make a key. Look at why they chose these symbols to represent ... Make up own religion and design own symbol.</p>
Spring 2	<p>Empathy- how did Jesus/Peter feel? C1/A3 Look at some bible stories e.g. Peter and Jesus, Jesus and the Lepers etc. Look into "do on to others and you would be done by" Link to own feelings</p>
Summer 1	<p>Worship B3/A2/B1/C2 Visit a Rudgwick church and then a Mosque looking at similarities and differences. Look at ways of worship e.g. prayer mats and places to pray.</p>
Summer 2	<p>Creation stories C1 Drama and Art e.g. acting out the stories and then painting a picture to represent that story.</p>

Year 5

Autumn 1	<p>Christianity- what do Christians believe God is like? A1 B1 Research varied examples of what God is like in different religions. Compare with Christian viewpoint.</p>
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Autumn 2	Where did the Bible come from? A2 A3 Understand links; respond thoughtfully Enquiry into beliefs about worship. Meanings of a parable expressed in poetry, drama, video
Spring 1	Easter A2 A3 Compare texts in Christian gospels Explore how Easter is remembered/ celebrated.
Spring 2	Viking Gods B3 Read Norse myths and compare with parables List similarities and differences
Summer 1	Judaism A1 B3 C2/3 Research beliefs Life of Moses 10 commandments Visit to a synagogue
Summer 2	How do beliefs of Christians influence their actions? A3 B2 C1 C2 Explore/describe a range of beliefs Lives of key leaders from Christianity Discuss own and others views on challenging questions e.g. Is God real? Explore what Christians teach about how people can live together.

Year 6

Autumn	<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Christianity- religion, family and community</p> <p>What is the religious plurality (Religious pluralism is an attitude or policy regarding the diversity of religious belief systems co-existing in society.) of Britain (link with counties of Britain in Geography). Use local and national census stats to have an accurate understanding. Use information in graphs</p> <p>Anne Frank – How does her experience relate to the teachings of Jewish, Humanist and Christian teachings</p> <p>Write a story making your own religious figure with values applied from learning Malala Yousafzai Jesus Gandhi Current pope Joan of Arc Aung-San-Suu-Kyi</p> <p>Visit the local church</p>
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<p>Spring</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Beliefs in action in the world and how they are expressed in different forms. Egg art, music etc.</p> <p>Research and make art and music by Christians and other religions across the world. How do these compare and contrast?</p> <p>The Big Debate – Is God real? What is God like to you? What is the origin of life?</p>
<p>Summer</p>	<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different Inspirational people</p> <p>Malala Yousafzai Jesus Gandhi Current pope Joan of Arc Aung-San-Suu-Kyi</p> <p>Who are they? What did/do they do? What do they have in common? Develop drama of a poignant moment of their lives</p>

3 Curriculum

3.1 Curriculum Organization

Religious education is taught through a combination of classroom work and work linked to assemblies. This work is coordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus.

The curriculum is planned to deliver R.E. through a combination of methods:

- Religious education is usually taught through weekly lessons.
- The R.E. units of work are linked with cross curricular school topics whenever possible.
- Separately identified R.E. is found at different times of the year covering Christmas, Easter, Harvest, Advent, Shrove Tuesday and festivals of the other major world religions.

Further details can be found in the plans and schemes of work.

3.2 Curriculum Time

The school gives 5% of curriculum time to religious education in line with the recommendations of the West Sussex Agreed Syllabus (2008). It is anticipated that the actual amount of time given each week will vary.

3.3 Collective Worship

The school follows the 'Collective Worship in Schools' – Guidance on Legislation document from West Sussex County Council:

- Each pupil who attends Rudgwick takes part in an act of collective worship¹ on a daily basis.
- The act of worship may take place at any time during the school day and may involve the whole school or parts of the school (for example key stages or year groups)
- Parents have the right to withdraw their children from worship
- Teachers have the right to withdraw from collective worship

¹Worship is defined as: reflecting on something special or separate from ordinary school activities, for example reflecting meaningfully on life. The time should allow children who want to worship to do so.

4 Assessment, recording and reporting

Teachers use a variety of means of assessing pupils work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:

- the regular reviewing of pupils work;
- observing the work of groups and individuals and recording the outcomes;
- marking termly projects;
- passing RE books from class to class with the pupils as the pupils move

through the school.

Pupils' achievement in religious education is reported in the annual report to their parents.

5 Equal Opportunities

The school Equal Opportunities Policy is used throughout the curriculum and must be adhered to at all times. In addition it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

6 Foundation Stage

All registered pupils in schools must be taught religious education. For the purpose of religious education, pupils are considered to be registered when they join the reception class. From the time the pupil enters the reception class this religious education must comply with the Agreed Syllabus. Children in nursery classes are not subject to the requirements of the Agreed Syllabus but will cover appropriate material related to the early learning goals.

Religious education can make an active contribution to all six areas but has a particularly important contribution to make to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development.

8 Inclusion

Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. This Syllabus for religious education contains many references to the role of religious education in challenging stereotypical views and appreciating, positively, differences in others. It enables all pupils to consider the impact of people's beliefs on their own actions and lifestyle and also highlights the importance of religions and beliefs and how religious education can develop pupils' self-esteem.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education
- meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in religious education, some pupils may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed

- help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT
- a non-visual way of accessing sources of information when undertaking research in aspects of religious education, for example using audio materials.

9 Management

The day to day support for religious education is provided by the coordinator who is responsible to the headteacher for:

- devising and maintaining the scheme of work;
- supporting teachers in their medium and short term planning;
- developing and maintaining the R.E. portfolio;
- attending relevant in-service courses to keep up to date on religious education and reporting to staff;
- managing the resources for religious education;
- producing an action plan setting out the priorities for religious education;

10 Withdrawal

- parents have the right to withdraw their child from religious education lessons;

11 Resources

Reference books are available for staff use and are kept in the staff room and the R.E. resource area. Detailed lists of the resources are available and can be found in the subject leader's file. Books, artefacts, DVDs, CDs and other resources for classroom use are available from the R.E. resource area. A range of R.E. books can be found in the library.

A list of possible educational visits and visitors can be found on the intranet.

Further resources can be borrowed from the Schools' Library Service or through the County R.E. loan collection.

12 Community Links

The school has good links with the Holy Trinity Church; Reverend King supports the school and the church is used for the annual harvest festival and Carol Service.

A range of special occasions is planned throughout the year to which parents and friends are invited. These include a Christmas Celebration; the Harvest Festival and the Leavers' Service. The school supports a wide range of charities both in Britain and worldwide.

Signed.....

Date.....