

Woodthorpe J.I. School

Religious Education and Collective Worship Policy

Religious Education (R.E) at Woodthorpe J.I. School is provided for all pupils and is in accordance with the Birmingham agreed syllabus for Religious Education 2007.

Entitlement/ Legal Requirement (Birmingham agreed syllabus for Religious Education 2007)

The statutory requirement entitles all pupils in Birmingham, irrespective of social background, culture, race, religion, gender or differences in ability or disabilities, to a programme of teaching and learning in Religious Education. As a Community School this will conform to the legislation which states that:

1. "Any agreed syllabus... of religious education shall reflect the fact that the religious traditions in Great Britain are in the main Christian."
2. Should take "account of the teaching and practices of other principal religions represented in Great Britain".

In order to achieve educational progression (and to comply with the above statute) the Agreed Syllabus indicates where selected Christian content is best taught.

Aims of RE

RE aims at spiritual, moral, cultural, mental and physical development and prepares pupils for a future in society by:

1. Learning from faith.
2. Learning about religious traditions.

Selection of religious traditions to be studied

At Woodthorpe J.I. School teachers will take account of:

1. the family background of all children in the classroom.
2. the historic and cultural roots of Birmingham and Britain in the traditions of Christianity.

And in addition:

3. the need to deepen and broaden the spiritual and moral dimension.
4. the need to build social cohesion and solidarity.
5. the need to challenge and engage pupils, meeting their learning requirements relative to their ages, aptitudes and daily experience.

RE Lessons

- All children participate in RE lessons unless parents choose to withdraw their child.
- The time allocation for this subject is between 30-45 minutes per week for Key Stages One and Two. However, some lessons may be linked

with other curriculum subjects such as literacy, the half termly topic, music and collective worship.

- Planning will follow the Agreed Syllabus. Planning is available to teachers on the school intranet in the staff curriculum drive. Teachers are expected to adapt and annotate planning to suit the needs of the children in their class.
- Lessons will be interactive and address the children's range of learning styles.
- Assessment of children's achievement in RE will take place through assessment for learning – observation of children's discussions, answering of questions, written work and work on displays. Assessment will inform the class teacher's future planning.
- Resources are stored in the resource area in the infant corridor and in classrooms.
- All classes have one faith visit per academic year.

Monitoring

The RE co-ordinator monitors and evaluates achievement and progress.

COLLECTIVE WORSHIP AT OUR SCHOOL BACKGROUND

It is a legal requirement that all registered school age pupils take part in an act of worship each day. These acts of worship must be "wholly or mainly of a broadly Christian Character" for the majority of the time. They must also be "appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils".

Within our school there are children from Christian backgrounds, children from religions other than Christianity and children from non-religious backgrounds. We recognise that in asking our children to worship we have to consider the background that our children come from and it is therefore not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is respected at all times.

The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship at the school the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the headteacher. Teachers may also withdraw from worship.

SOME DEFINITIONS

Collective worship

Worship from within a faith has a very specific definition. A school community is not a worshipping community and the law recognises this by requiring “collective” not “corporate” worship. Broadly, worship in school is more appropriately referred to as worth-ship. This might encompass what is offered in a spirit of admiration, celebration and respect to God and/or people of excellence, worthy of honour and by extension to concepts, principles and conduct which are worth of celebration as examples of the highest achievements of the human spirit.

Worship defined in this way draws on literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none. In this way collective worship is inclusive not exclusive.

Worship of a broadly Christian character

The majority of acts of worship must be of a “broadly Christian character”, and those that are must reflect the broad traditions of Christian belief without being denominational. Paragraphs 60-63 of the DFE Circular 1/94 asks schools to define this as according a special status to Jesus Christ.

If we are to be inclusive in our worship in this school, taking the family backgrounds of the children into consideration, then, when according a special status to Jesus Christ, all pupils, whatever their beliefs, need to be respected. It is therefore appropriate in this school to tell stories of the life of Jesus, but inappropriate for all children to be required to address Him in prayer.

Many of the characteristics of Christianity are shared by all the faiths. It is important to concentrate on these as well as those specific to Christianity.

VALUES AND AIMS

We believe at this school that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

Through our collective worship we aim to provide a caring and supporting environment for children to:

- Become increasingly aware of themselves as individuals and groups within the school and wider community
- Grow in understanding of the feelings of the other people in every day situations and beliefs
- Explore the language which people use to express their feelings
- Deepen their sense of wonder about the world around them
- Grow in confidence when making a presentation to the group or whole school
- Respond freely to religious and/or spiritual stimulus
- Acknowledge diversity and affirm each person's life stance, whether it be religious or not

Worship both reflects and nurtures the ethos of the whole school. It encompasses all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. In particular school worship here develops the feeling of belonging to a community which is essential for personal development and spiritual growth.

OBJECTIVES

We see school worship as an educational opportunity with clear objectives. We use this time to encourage pupils to:

- Show interest in, and a concern for, members of the school community
- Celebrate special occasions together
- Show concern for the daily happenings in school life, the local community, the wider world
- Share appreciation of worthwhile projects undertaken by groups within the school
- Explore and review the variety of values, attitudes, standards, manifested in religions and society
- Reflect upon dimensions of human life – the wonder, beauty, joy, heroism, humour, tragedy, sorrow, solemnity....;

- Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to God and other people.

PRACTICE

- The collective worship at Woodthorpe, subject to withdrawal, is appropriate for and includes all pupils. The acts of collective worship take place daily within assemblies at 9.05-9.20a.m. Monday to Friday. Children who have been withdrawn from an assembly are looked after by staff.
- There are four whole school acts of worship a week. The remaining day is for class worship.
- Friday assemblies are a celebration of attendance and punctuality, pupils' work and achievements throughout the week. Pupils are given special mentions for outstanding work, deeds or good behaviour, which they share with the school. There is also a star pupil award. Pupils are nominated for outstanding behaviour or work and presented with a certificate. Birthdays and sports events are celebrated.
- The statutory acts of collective worship are held on school premises, in the halls or classrooms.

The structure of the week is as follows:

Monday	Whole school	Headteacher, Deputy Head, Assistant Head and teachers
Tuesday	Whole School	Singing Assembly – 2 teachers
Wednesday	Whole school	Leadership Team and teachers
Thursday	Class/ Key stage	Class teachers
Friday	Whole school with staff	Headteacher

- Special assembly: These occur for special occasions or festivals, or significant events during the year and take a variety of forms which may include a guest speaker.
- Content: Monday, Wednesday and Thursday assemblies will take the form of moral teaching or will be broadly Christian based with some stories from other faiths and cultures. Tuesday assemblies are singing assemblies and Wednesday assemblies will also include reading, writing, Golden Book and 99 club in which children receive praise for their attitude and achievement. Friday assemblies are celebrations which include Pupil of the Week awards and special mentions. There is a weekly theme for assemblies which is printed on the schools weekly newsletter for parents.

We believe that creating the right atmosphere is crucial to the quality of the worship. Therefore, the time is not over-dominated by school administration or moralising. We plan the time so that there is a variety of content and methods, allowing opportunity for quiet personal reflection/worship.

We choose from a range of methods, including:

- Pupils' contributions
- Sacred and secular stories/readings
- Dance/drama
- Prayer/meditation/songs/hymns/music
- Artefacts/natural materials
- Visual aids/focal points
- Dialogue/creative silence
- Visitors

SUCCESS CRITERIA

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

- Involvement, enjoyment, attention, 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 individual and community sense of well being
- A sense of occasion
- Good order
- Staff affirmation
- A sense of challenge
- A place in the overall plan of the school
- Enrichment of pupil's experience

Song/music

Song/music is a very powerful means of creating the right atmosphere and unifies and uplifts the school community. We have a bank of music from which to draw, taken from a variety of cultures and types. Likewise with the songs we sing. We are careful with our songs to recognise that there might be some words which some of our children would find offensive to sing. We have changed the words of some songs to make them more inclusive. We select our songs/music carefully to match the theme.

Every week we have a singing practice. When a song has been chosen to reflect a value or theme, we consider the lyrics or meaning.

Prayer

The use of prayer has led to a great deal of debate. We feel that prayer is a good way of enabling children to focus their thoughts. Nevertheless, pupils should not be required to say or affirm prayers in which they do not believe. We have developed various forms of introductions to our prayers which distances children, but gives them the opportunity to participate if they so desire; e.g., 'If you wish to pray, please do so but if not please think about'. In this way we are able to use prayers from many different traditions.

It is not always necessary to have a prayer and the use of regular moments of silence provides opportunities for some pupils to reflect on that moment or to respond in a personal way if they so wish.

Visitors

We enjoy the fresh approach which visitors can bring to our school worship, but we require them to adhere to our values.

The Rights of Every Child

Woodthorpe JI School uses the U.N. Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children. Articles: 1, 2, 3, 4, 5, 12, 13, 14, 15 and 29

This policy supports the work on Social, Moral, Spiritual and Cultural Education (SMSC).

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Related policies: Teaching and Learning; Curriculum, PSHE policy.

Signed:

Approved: 26th April 2018

Review: April 2021