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## Collective Worship

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<b>Approved by</b>	Curriculum and Staffing Committee
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## **Rationale**

- Religious Education is an important school subject. It is part of the basic curriculum and its study is required by law. It can make a substantial contribution to the general personal and social development of every child in line with the overall aims of the school. We hope that through religious education pupils will develop positive attitudes towards themselves, other people and the natural world.
- Religious Education at Berkeley Primary School is provided under the terms of the Gloucestershire Agreed Syllabus. Staff and Governors endorse the view of R.E. stated in the Agreed Syllabus that the principal aim of R.E. is "to enable pupils so to understand the nature of religious beliefs and practices, and the importance and influence of these in the lives of believers, that their own personal spiritual and moral development will be promoted."

## **Aims**

Staff and governors at Berkeley Primary School believe that Religious Education has a vital part to play in the education of children of primary age. Our aims within the subject are to;

- Develop pupils' knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
  - Develop knowledge and understanding of the beliefs and practices of some of the other principle religions in Britain.
  - Understand how belief may impact on culture, relationships, values and lifestyles.
  - Understand how belief can be expressed in a variety of ways including art, dance, music, drama, ritual celebration and in different cultural settings.
  - Support and encourage pupils in their personal search for meaning and purpose in life.
  - Enable pupils to develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings and relationships.
  - To develop skills of reflection, empathy, communication, analysis and evaluation.
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- To develop attitudes of tolerance, respect, sensitivity, open-mindedness and self-esteem.
- Ensure continuity and progression through the Gloucestershire Agreed Syllabus by good communication, appropriate record keeping and monitoring and assessment.
- Provide sufficient time and resources for the Agreed Syllabus to be implemented at Reception, KS1 and KS2.

## **Guidelines**

### **Content**

According to the Gloucestershire Agreed Syllabus, KS1 pupils should learn about Christianity and one other religion. At Berkeley Primary School Judaism has been chosen as the other religion, as it is considered a useful contrasting religion. When pupils reach KS2, pupils learn about Christianity, Judaism and Islam in accordance with the Gloucestershire Agreed Syllabus.

### **Concepts**

Pupils at Berkeley Primary School are taught to;

- Have an awareness of inner feelings and beliefs
- Appreciate shared values and those held by others
- Act beyond their own self interest.

Links between the teaching of Religious Education and PSHCE have been identified. These links occur throughout both KS1 and KS2 and are reinforced by the school's Collective Worship timetable.

### **Skills**

A skill is a practical ability to carry out a task. Many of the skills involved in Religious Education are similar to those being developed in other areas and include observation, investigation, analysis and evaluation.

### **Attitudes**

At Berkeley Primary School, we encourage sensitivity, empathy, reflection and response. We also aim to encourage an awareness of, and a purposeful approach towards, all aspects of Religious Education. We believe that Religious Education has a part to play in helping children to learn about the rich ethnic and cultural diversity found in this country and in the wider world.

### **Equal Opportunities**

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(Also refer to the Equal Opportunities Policy and the Equality of Opportunities Guidelines). Throughout Religious Education, pupils are made aware that spirituality and commitment are expressed in different ways to different people. Pupils are encouraged to reflect on their own experiences and learn by listening to each other.

Opportunities are taken to emphasise common elements of human experience, for example the celebration of festivals or the morals reflected in stories.

Religious Education is seen as a valuable means of exploring attitudes towards to role of women and men. The role of women in different traditions is presented alongside the role of men.

We actively encourage visitors and visits to places of worship which reflect the diversity of religion in the wider community.

### **Withdrawal from Religious Education**

We respect the right of parents to withdraw their child/ren from Religious Education lessons. Parents should inform the head teacher if they wish to withdraw their child/ren. There is no requirement for a reason to be given. Alternative arrangements will be made to ensure the welfare of the child/ren during this time. This will involve the child/ren working in an alternative classroom on other curriculum areas.

The right of teachers to withdraw from the teaching of Religious Education continues from the 1944 Education Act. However, the staff at Berkeley Primary School remain convinced that all teachers can involve themselves in this teaching as they are first and foremost educators.

### **Special Needs**

Support is given to children with special needs and abilities. All children share the right to a broad, balanced and relevant curriculum. Attitudes and practices at Berkeley Primary School actively encourage full participation to ensure that maximum progress is made. Pupils with particular difficulties or special needs are considered at the planning stage of each unit.

### **Teaching Strategies**

In the Foundation stage, KS1 and KS2, tasks and activities are differentiated to match ability, but expectations remain high for all children. First hand experience and investigation will occupy a prominent position. In following the Gloucestershire Agreed Syllabus, teachers will ensure that there is continuity and progression for all pupils and that there are opportunities for monitoring and assessment.

At Berkeley Primary School, we are constantly striving to make our curriculum broad, balanced and relevant. Long term planning should include the teaching of Religious Education and, where possible, show an integration of Religious Education into other areas of the curriculum, for example Literacy, PSHCE, dance, drama, music, history, geography and art (see appendix 1).

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Whilst identifying links between Religious Education and other curriculum areas, teachers at Berkeley Primary School ensure that the R.E. units found in the Agreed Syllabus are taught in a cohesive way. Pupils are taught in mixed ability classes, but it is expected that the teacher will use a balanced and open-ended range of activities.

All Religious Education activities seek to start at the children's own experiences and move towards the religious understanding. All units taught cover both the learning *about* religion and the learning *from* religion.

It is expected that all pupils will visit local churches and other places of worship during their time at Berkeley Primary School. The conduct of these trips will be in compliance with the LEA guidance on school visits.

Religious Education is taught in either small blocks of time each week, or in larger blocks of time over a half-term, depending on the unit being covered and the types of activities involved.

### **Information and Communications Technology (ICT)**

(Also refer to the ICT Policy)

ICT at Berkeley Primary School is seen as an exciting resource to be used to enhance the teaching and learning of R.E. Details of a number of valuable websites for children and teachers are held in the Subject Leader's file.

### **Resources**

Berkeley Primary School has a varied range of resources for R.E. organised at specified places about the school (see appendix 2).

### **Health and Safety**

(Also refer to Health and Safety Policy)

The school aims to provide a safe working environment for all its children. County guidelines are followed on educational visits.

### **Assessment, Recording and Reporting**

(Also refer to Marking/Assessment/Record Keeping/Reporting Policy)

Assessment seeks to raise standards of achievement in Religious Education through;

- providing teachers with information on individual strengths and weaknesses in the subject
- informing the planning of future work
- involving pupils in the assessment of their own work.

All parents receive a written comment on progress in Religious Education in the pupil's annual report. The report describes developments and progress in a pupils' knowledge and understanding, maturity, sensitivity and may indicate areas for further effort and improvement.

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## **Staff Development**

(Also refer to Staff Development Policy)

Any staff development needs relating to the teaching of Religious Education will be addressed through priorities agreed in the School Development Plan. Staff development opportunities are considered in line with our Staff Development Policy.

The subject leader is responsible for helping to identify training needs and leading staff meetings and staff training sessions which focus on the subject.

## **Review**

The Religious Education Policy will be evaluated and reviewed in line with our Curriculum Development Plan in Summer 2018. Any amendments will be presented to the governors for discussion at their next meeting following the review.

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