

**POLICY STATEMENT FOR RELIGIOUS EDUCATION AND  
COLLECTIVE WORSHIP  
WOOD FARM PRIMARY SCHOOL, HEADINGTON, OXFORD.**

November 2002

**COLLECTIVE WORSHIP**

The law requires that:

- All pupils at a maintained school should take part in an act of Collective Worship each school day.
- For the majority of occasions each term acts of worship should be wholly or mainly of a broadly Christian character, i.e. they should reflect the broad traditions of Christian belief, without being distinctive of any denomination.
- If broadly Christian worship is not appropriate for the faith background of the pupils for the majority of occasions, then SACRE may be approached for advice on alternative arrangements.
- The school's prospectus should make clear the right of the parent to withdraw a child from Collective Worship. Parents would need to see the head teacher first to make the necessary arrangements.

At Wood Farm there is a daily opportunity for pupils to reflect on the wide spectrum of different beliefs and values represented within and between the faith communities. Teachers and pupils look beyond themselves and think about the attitudes, emotions and actions which give value to life and help people to be responsible for themselves and others. The majority of these acts of collective worship are broadly Christian.

Collective Worship is delivered through:

- Whole school assemblies twice a week led by senior staff or a visiting speaker. Each class also takes a turn each term to deliver a "class assembly", where there may be performance of music, drama or dance and a celebration of the world of learning.
- Separate "infant" and "junior" assemblies once a week led by senior staff and also the local Wood Farm Community Church pastor.
- Class assemblies (circle time) once a week led by each class teacher.
- Other assemblies may be led by visiting clergy or people of different faiths e.g. the local vicar, a speaker from Action Aid or a Muslim member of the support staff.

During Collective Worship children may:

- Hear stories from various religions and from the Old and New Testaments.
- Learn about the beliefs and values of people in our society.
- Learn about the main festivals celebrated by people in our community.

- Be given a chance to reflect on experiences, which inspire and give them a sense of awe and wonder.
- Share and celebrate with others successes and achievements.
- Celebrate and confirm the shared values of the school community.
- Occasionally share in silent prayer or personal reflections on a theme or thought.
- Listen to music, which may be linked with the theme or the occasion or may simply be calm, relaxing and beautiful.
- Watch media presentations if appropriate.
- Sing songs of a religious or inspiring nature.

Through collective worship those of different faiths and outlooks can learn together:

1. To be thankful for the life of the natural and the human world as a gift and a trust, and to try and protect and renew it.
2. To seek for peace, truthfulness, forgiveness and reconciliation among people.
3. To help recognise and put right injustices in society.
4. To respond to human need by loving service.

Planning and organisation of collective worship:

1. Specific themes will be followed. These will be displayed in the staff room and written into planning so that everyone knows what is happening and when.
2. Links will be made with other areas of the curriculum depending on the subject matter.
3. Class assemblies will be evaluated by the class teacher to aid ongoing records.

## **RELIGIOUS EDUCATION**

RE is taught to all pupils (unless their parents request otherwise). By law it must be “in the main Christian, whilst taking account of the teaching and practices of other principle religions in Great Britain.” In our multicultural and multi-faith society we feel that RE does play a part in promoting tolerance and understanding of others, as well as encouraging the children to come to terms with their own development as individuals. RE plays an important part in the spiritual, moral, social and cultural development of the children.

### **The Oxfordshire Agreed Syllabus**

Oxfordshire has developed a syllabus, which requires us to study Christianity plus at least two other religions. We have opted to teach Judaism and Islam as well as Christianity. We follow the agreed syllabus using the agreed Programmes of Study for First Schools. These are divided into two parts:

#### **Year 1 and Year2: Key Stage 1 Programme of Study**

1. Special occasions.
2. Artefacts and symbols.
3. Forms of religious expression.
4. Special people.
5. Special places.

### **Years 3, 4, 5 and 6: Key Stage 2 programme of Study**

1. The main features and underlying themes of customs and festivals.
2. The main features of places of worship.
3. Forms of religious expression (with reference to how people worship and celebrate, *e.g.* dress, food, posture, symbolism).
4. Main beliefs and stories associated with religions.
5. Key religious figures and leaders.
6. Roles of religious leaders in religious activities.
7. Codes of conduct / lifestyle / appearance associated with religion.

### **Aims of RE**

- To be aware of and respond to life experiences and the questions they raise.
- To know about and understand religious beliefs and practices.
- To evaluate the significance of religious concepts, beliefs and practices by being able to express personal opinions based on the use of appropriate evidence and argument.

### **Attainment Targets**

- AT1: Learning about religions.
- AT2: Learning from religions.

## **APPROACHES TO TEACHING**

### **Time Allocation**

- Foundation Stage: No time allocation
- Key Stage 1: 36 hours across the year
- Key Stage 2: 45 hours across the year

### **Equal Opportunities**

Teaching of RE should include all children whatever their own personal faith unless they are exempted by request from their parents. The individual beliefs of staff and pupils will be respected whilst giving the children a broad and balanced understanding of their own faith and the faiths of others. Emphasis will be put on respect for and acceptance of the beliefs of all people.

### **Planning and evaluation**

There is a long term plan for RE linked to each age group covering the work of the year in three terms.

Each term the teacher will produce a medium term plan of the objectives to be taught and the activities through which this will be done. It is preferable that RE is taught each week so that children are constantly reminded of the subject although, sometimes, lessons may be taught in a block over half a term.

Weekly planning for RE is part of the Weekly Planning Sheet, which is evaluated by the teacher at the end of each week and given to the head teacher. Differentiation is important so that all children gain from the lessons. RE is usually taught as a discrete time-tabled subject especially in Key Stage 2 but is more likely to be through a topic theme in the Foundation Stage and Key Stage 1. There are usually cross-curricular links.

There should be a balance between AT1 and AT2 and continuity and progression should be evident as children move through the key stages.

### **Assessment and Record Keeping**

Some work in RE may be recorded in written or picture form. Sometimes teachers will note children's response to stories, discussion or class presentations for assembly etc.

We use the Oxfordshire Class Record Sheet for RE to record children's progress in RE. These are passed on to the next teacher.

Progress in RE is reported to parents once a year in the School Report for all years from Year 1 on.

### **Monitoring**

The RE co-ordinator is responsible for keeping an overview of the teaching of RE in the school. She keeps a file of all relevant information. The co-ordinator orders RE resources from the RE Budget and is responsible for keeping resources accessible to staff and helping staff to find the things they need to teach RE. RE is included on the School Development Plan for review on a regular basis.

### **Training**

The co-ordinator may go on relevant RE courses and feed back to staff at staff meetings. She will receive further help through the advisory service for RE who send out termly bulletins. She may also attend SACRE meetings if appropriate.

### **Resources**

There are four RE boxes in the staff room. They contain resources for:

- Islam
- Judaism
- Christianity
- Other religions

The resources consist of books, pictures, videos and artefacts. Children are taught that religious artefacts should always be handled with care and respect.