



RELIGIOUS EDUCATION & COLLECTIVE WORSHIP POLICY

Amended by:	Duane Brooks
Date agreed by Headteacher/Governing Body:	July 2021
Next review date:	July 2022

RELIGIOUS EDUCATION (RE)

Introduction

Our school RE curriculum is based on the LA Agreed Syllabus 'Identities, meaning, Values 2018-2023'. At Potton Federation, we develop the children's understanding of different faiths through a range of teaching techniques. We enable children to explore different religions set out by the LA and make connections between their own beliefs and others. We encourage our children to share their own views while valuing others. Respecting other views supports our school ethos and values by teaching the children greater understanding and respect for other people.

The principal aim of RE

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Potton Federation RE Intent

Through our RE curriculum at the Potton Federation, our intent is to ensure that all pupils can do the following:

1. Make sense of a range of religious and non-religious beliefs.
2. Understand the impact and significance of religious and non-religious beliefs.
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

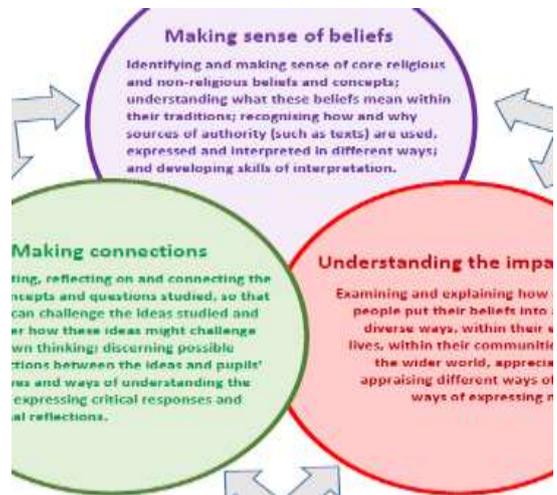
Teachers across the Federation use these intentions set by the LA Agreed syllabus to guide their thinking, planning and teaching of the RE curriculum.

These are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the intentions of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

In addition, our intent is to educate pupils within a local context, ensuring that our children at the Potton Federation are respectful to each other's beliefs in our local community.

Impact of RE Education

Each of the three intentions are important, and pupils should make progress in all of these. Teachers at the Potton Federation assess against these statements to monitor the children's progress. Below are the end-of-phase outcomes for each element. Each unit provides learning outcomes specific to each of the questions, leading to these end-of-phase outcomes.



Teaching and learning approach	End of KS1, aged 7 <i>Pupils can ...</i>	End of lower KS2, aged 9 <i>Pupils can ...</i>	End of KS2, aged 11 <i>Pupils can ...</i>	End of KS3, aged 14 <i>Pupils can ...</i>
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify some core beliefs and concepts studied and give a simple description of what they mean 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions 	<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied
	<ul style="list-style-type: none"> give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> make clear links between texts/sources of wisdom and authority and the core concepts studied 	<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> taking account of context(s), explain how and why people use and make sense of texts/sources of wisdom and authority differently
	<ul style="list-style-type: none"> give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> in the light of their learning, explain how appropriate different interpretations of texts/sources of wisdom and authority are, including their own ideas

Activate Windows
Go to PC settings to act

<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.</p>	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the ways they live 	<ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> • give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)
	<ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> • show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today

Activate Windows
Go to PC settings to activate Windows

Approach	Pupils can ...	Pupils can ...	Pupils can ...	Pupils can ...
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today evaluate how far the beliefs and practices studied help pupils themselves, and others to make sense of the world
	<ul style="list-style-type: none"> give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> respond to the challenge raised by questions of belief and practice, both in the world today and their own lives, offering reasons and justification for their responses

Activate Windows
Go to PC settings

Religions taught at the Potton Federation

In line with DfE guidance, the requirement is that all pupils develop their understanding of Christianity in each Key Stage. In addition, across the age ranges, pupils will develop understanding of the principal religions represented in the UK.

Pupils are to study, in depth, the religious traditions of the following groups:

4-5s Reception	Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1 (Year 1 and 2)	Christians, Jews and Muslims.
7-11s Key Stage 2 (Year 3, 4, 5 and 6)	Christians, Muslims, Hindus and Jews.
11- 14s Key Stage 3 (Year 7 and 8)	Christians, Muslims, Sikhs and Buddhists

Additional studies are suitable in all age ranges where pupils from other religions are in the school.

When planning RE, teachers at the Potton Federation choose from a range of questions to investigate with their pupils. These questions or themes follow a religion or group of religions.

Implementation of RE at Potton Federation

At Potton Lower School, the teachers have the option to teach RE across a full day or in separate one-hour sessions. As the themes are taught under a big question, many teachers decide to teach this across a full day. This is because the lessons can flow easily and helps the children to make connections. Teachers teach a RE day or equivalent each half-term. Potton Lower School also hold a yearly Year Three Trip to the faith community in Queens Park, Bedford, which is rich in both culture and religion, with Christians, Muslims and Sikhs living together in harmony. The Faith Tour provides an opportunity to bring RE alive through first-hand experience, enhance the spiritual, moral and social and cultural development of our pupils, and, experience community cohesion at work. At Potton Middle School, RE is taught in weekly one-hour sessions.

For both schools, the learning is practical and engaging for the pupils. Pupils can share their expertise in a given topic through; discussion, pictures, words, analysing texts or group projects. How the pupils share their learning will be dependent on the topic and what the teacher determines to be suitable. We actively encourage visitors into school to share their RE expertise. We have annual visits from Open the Book and the local Reverend. Where possible, we visit the local Potton Church to participate in a range of activities.

Parental right of withdrawal from RE

RE is a legal requirement for all pupils aged between 5-14. However, under the 1944 and 1988 Acts, parents have the right to withdraw their children from Religious Education. Parents who wish to do so are encouraged to discuss this with the Head Teacher or RE Coordinator. After this meeting, if parents still wish to withdraw their child, they should give written notice to the Head Teacher. It is important to note that RE is very different now. It is open, broad and explores a range of religious and non-religious worldviews.

COLLECTIVE WORSHIP

Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences.

Aims of Collective Worship

For the school:

Collective Worship contributes to the ethos of Potton Federation and it is our aim that it is a time when the school community can:

- Share common aims and values
- Celebrate achievement and special times
- Explore together the world in which we live

For the pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing the opportunities to:

- explore their own beliefs
- share their understanding of values
- develop their understanding of values and how this impact everyone
- reinforce positives attitudes
- explore the world that we live in
- to promote all forms of equality and foster greater understanding of and respect for people who do not share the same view and beliefs as them.

Collective Worship at Potton Federation

There are many times as a school in which we meet. These aren't always to worship but do take an 'assembly' format. Assemblies at Potton Federation teach, celebrate and discuss a variety of topics. In our Values assemblies, we teach the children about the whole school values, and how this impacts our lives. We complete scenarios and discuss what is right or wrong. During these assemblies, we actively encourage the pupils to participate through offering their thoughts and views. Some assemblies focus on weekly achievement and encourage our pupils to do their best. Each week, we hold a Celebration of Achievement assembly to actively praise the work the children are completing. We also celebrate children's birthdays and teach the children why their birthdays are so special. Where possible, we also invite guest speakers into our school who impart valuable life experiences and deliver key messages to our pupils. Finally, some assemblies aim to celebrate world days and charities such as: Remembrance Day, CHUMS, Comic Relief, NSPCC, YMCA, Wood Green and Children in Need.

COVID-19 Implications

Due to the current COVID-19 pandemic, we are currently unable to hold large gatherings, outside of agreed 'bubbles' under the Government guidelines. Therefore, whole school collective worship is unable to occur at this time. Teachers will continue to hold assembly sessions within their class / year group 'bubbles' to continue to discuss important topics until further notice. In addition, visitors and guest speakers are only able to visit year group 'bubbles' at a time, rather than the whole school. We hope that this will change and will be continually monitor and implement any changes in line with the Government guidance.