



EWELL GROVE PRIMARY AND NURSERY SCHOOL
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POLICY STATEMENT

RELIGIOUS EDUCATION

&

COLLECTIVE WORSHIP

REVISION DATE:

ANNUALLY

REVIEWED BY THE SLT

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1. AIMS AND OBJECTIVES

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Ewell Grove, RE has a broadly Christian emphasis, but we give the children the opportunity to develop their knowledge and understanding of other faiths. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

The aims of religious education are to help children;

- acquire knowledge, understanding and respect for the traditions and beliefs of Christianity and their relevance to daily life;
- be aware that other people have beliefs which are different from their own and show respect for those beliefs;
- develop a sense of right and wrong and an awareness that their actions have consequences which affect others;
- develop a sense of awe and wonder, i.e. the idea of God and of the mystery and beauty of the natural world;
- be aware that other people have needs e.g. love, security, food, clothing, shelter;
- develop self-awareness by talking about feelings and emotions e.g. happiness, sadness, anger, fear, love and friendship;
- be aware that they can help others by : giving, sharing, caring and listening;
- understand the needs for codes of conduct in the home and school and in the wider community;
- express thoughts and feelings by being creative i.e. story writing, poetry, pictures, models, dance, music and drama;
- engage with and respond to non-religious world views such as Humanism.

2. THE LEGAL BASIS OF RELIGIOUS EDUCATION IN THE CURRICULUM OF MAINTAINED SCHOOLS

Every maintained school in England must comprise a basic curriculum (RE, sex education and the National Curriculum). It includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents, in accordance with Schedule 19 to the School Standards and Framework Act 1998. If parents intend to withdraw their children from RE and collective Worship they must inform the school in writing.

The key document in determining the teaching of RE is the Surrey Locally Agreed Syllabus. LAs must, however, ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

An Agreed Syllabus “must not be designed to convert pupils or students, or to urge a particular religion or belief on them” (Education Act 1944, Section 26(2))

Schools are not obliged to provide RE to pupils who are under compulsory school age (Section 80(2)(a) of the Education Act 2002), although there are many instances of good practice where RE is taught to these pupils. Separate legislative provision on RE is made for maintained special schools.

3. TEACHING AND LEARNING STYLE

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to

reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals to develop their religious thinking. We visit our local church, St Mary's Ewell, for harvest festival and Christmas services. We also visit other churches situated within Ewell Village so that children can compare the different styles of building that Christians in Ewell worship in.

Children carry out research into religious topics. They study particular religious faiths based on Surrey's Agreed Syllabus and discuss religious and moral issues. The outline of the themes covered can be found on the school website in the Curriculum Map.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example by;

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using additional adults to support the work of individual children or small groups.

4. CURRICULUM PLANNING IN RELIGIOUS EDUCATION

We plan our RE curriculum in accordance with Surrey's Agreed Syllabus. Which can be found using the link [SCC Syllabus](#)

We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). Our long term plan maps out the themes covered in each term during the key stage. The Curriculum Team, of which RE is a part, advises colleagues in each year group. RE is often related to other curriculum areas. However, where it is not appropriate, the particular aspect of RE will be covered discreetly.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The Curriculum Team is responsible for keeping and reviewing these plans.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. She/he keeps these individual plans and often discusses them on an informal basis with the Curriculum Team.

5. FOUNDATION STAGE

We teach RE to all children in the school, including those in the Nursery and Reception classes.

In Nursery and Reception classes, RE is an integral part of the topic work covered during the year. As the Nursery and Reception classes are part of the Foundation Stage, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for these age groups.

6. CONTRIBUTION OF RELIGIOUS EDUCATION TO THE TEACHING OF OTHER SUBJECTS

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

Information and communication technology (ICT)

We use ICT where appropriate in RE. The children are also encouraged to use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, social and health education (PHSE) and citizenship

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. This is supported by whole school use of our six 'Golden Rules' (please refer to Parents and Carers' Information Booklet).

Spiritual, moral, social and cultural development

Through teaching RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

7. TEACHING RELIGIOUS EDUCATION TO CHILDREN WITH SPECIAL NEEDS

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

8. ASSESSMENT AND RECORDING

We assess children's work in RE by making informal judgements as we observe them during lessons. This information is used to plan future work for each child. This also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

9. RESOURCES

We have a wide range of resources to support the teaching of RE across the school. Posters, pictures and artefacts (in 'Faith Boxes'). Bible stories and children's reference books are found in the Library. General reference books for teachers are kept in the staff room.

10. MONITORING AND REVIEW

The Curriculum Team is responsible for monitoring the standards of the children's work and the quality of the teaching in RE. They are also responsible for supporting colleagues in the teaching of RE, keeping abreast and informed about current developments and for providing a strategic lead and direction for the subject in the school. The Curriculum Team ensures that areas for development are included on the Curriculum Action Plan which is part of the school development plan.

11. COLLECTIVE WORSHIP

The aim of Collective Worship at Ewell Grove is to provide the children with an opportunity to:

- reflect and/or worship;
- understand values that are of a broadly Christian nature and from their own beliefs;
- develop a community spirit, a common ethos and shared values;
- consider spiritual and moral issues.

The use of the term 'collective' rather than 'corporate' to describe the nature of worship in schools is significant. It is a deliberate acknowledgement of the fact that schools comprise of a collection of individuals from diverse backgrounds with widely differing beliefs. **Corporate worship** takes place among a unified 'corpus' or body of people with shared beliefs and common forms of worship. It is what takes place in churches on Sundays, synagogues on Saturdays and mosques on Fridays. Collective worship in schools is fundamentally different from this.

Collective worship is inclusive and does not represent a commitment to any one particular faith; it should be a special time with its own distinctive atmosphere, one that is conducive to spiritual activities such as contemplation, quiet reflection and, for those for whom it is appropriate, prayer. Collective worship should be seen as a time to gather, to be still and to reflect in an atmosphere of peacefulness and quietness.

In order to meet the legal requirements regarding the style and character of daily collective worship, schools will need to comply with the following imperatives:

1. Collective worship must always be inclusive.
2. Collective worship must usually be broadly Christian.

Our model for collective worship is one that meets these two imperatives by presenting those present with a thought-provoking stimulus and then providing a few moments of quietness in which the participants are given the opportunity to reflect on what they have just seen and heard or, if they wish, to offer their own private prayer. Examples of suitable stimuli include music, stories, poems, a 'thought for the day', film extracts, PowerPoint presentations, pictures, objects (such as a 'thing of beauty'), drama, dance, mime, simulation and personal anecdotes. The stimulus may be overtly religious: for instance, the words of a hymn or prayer, a passage from a sacred text or a religious artefact or work of art.

Having been presented with the stimulus, each person present is then given the opportunity to respond in her/his own way during a few moments of quietness. This special time can be marked by the simple ritual of lighting of a candle and playing some calming music softly in the background. Words such as the following could be used to introduce this time of silent reflection: "Now let us share a few moments of quietness in which we can think about what we have just seen and heard. You may like to use this time to say your own quiet prayer."

Statutory Duty of School

All maintained schools must provide a daily act of collective worship for all pupils of statutory school age (apart from those who have been withdrawn by their parents). Collective Worship must be wholly or mainly of a broadly Christian character; this is usually provided within our daily assembly.

The law requires schools to ensure that acts of collective worship are appropriate for all their pupils in that they must take account of their ages, aptitudes and family backgrounds. Every school contains pupils from religiously committed families and pupils from families with no formal religious commitments. Christians, adherents of other religions, atheists and agnostics are all to be accommodated in daily collective worship.

Acts of collective worship can take place as a whole school, a Key Stage, year group or within a class.

Monitoring, Evaluation and Review

The school will review this policy as part of the policy review cycle and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.