



Culverhill School

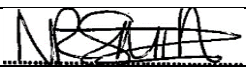
Religious Education and Collective Worship Policy

Our Vision

Nurture – Inspire - Thrive

Our Mission

Valuing and developing the potential in everyone

Reviewed by:	Claire Evans
Review date:	January 2024
Ratified by:	Local Governing Body
Ratification Date:	25 th January 2024
Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change)	3 -yearly
Review Date:	January 2027
Related Policies:	
Chair of Trust/Governor Signature:	
Equalities Impact Assessment date:	

Religious Education at Culverhill School.

Religious Education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Religious Education is an essential component of a broad and balanced education. Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

Aims:

- To develop knowledge and understanding of religion.
- To acquire skills necessary to reflect, and to respond to religious ideas.
- To develop understanding of various religious and non-religious interpretations of life.
- To foster a concern for the needs of others.
- To foster new insights about life and empathy with others.
- To promote tolerance, respect and understanding.
- To develop personal views and philosophy.

Content:

The content of RE lessons is prescribed in the South Gloucestershire Agreed Syllabus, Mystery and Meaning, and supported by the Discovery RE scheme of work for all key stages.

Across all key stages, lessons are taught in a developmentally appropriate way and the schemes of work are developed to ensure continuity and progression in knowledge and understanding between classes and across key stages.

Teaching and learning

The R.E. curriculum at Culverhill School is holistic, sequential and learned through linking our own experiences to those of others. Knowledge and skills are built on through time. To ensure coverage, the religions that will be focused on from KS2 through to KS4 are Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. The purpose of the Culverhill RE curriculum is to provide our learners with a broad and balanced education enabling them to become informed citizens. Our curriculum aims to develop the thinking skills of our young people so they can form their own opinions on different facets of religion.

Our Religious Education curriculum covers the different religions through key questions which begin by focusing on pupil's known experiences. This then develops into thinking of the views of other people and highlights either the similarities or differences. The religions are covered in different ways throughout the year and then revisited in different ways throughout the learning journey of the pupils. For our pupils it is important that learning is reinforced and built upon.

In planning their lessons, teachers will show an awareness of the pupils' differing levels of understanding, experience and maturity, and will plan activities best suited to the cohort with adult intervention and support utilised where needed.

Resources

The school has a range of books for pupils and staff as well as artefacts to support Religious Education at Culverhill.

Resources are sorted according to their faith and are kept in a safe place by the co-ordinator but are available to all as and when they are needed.

Recording Learning

Pupils are encouraged to reflect on their learning and identify areas that are new or previously known. Adults encourage the pupils to link ideas and previous knowledge. Learning is recorded in various ways throughout the school. Class 1 use floor books where the learning of the pupils is recorded as a whole class with photographs, creations and information are recorded. In class 2, Key Stage 3 and KS4, learning is recorded in books with photographs, written ideas and drawings.

Cross Curricular Links

RE is timetabled as a discreet subject within each Key Stage. However, elements of religious, spiritual and moral education will be covered by other subjects, notably topic, PSHE, art and assemblies.

Equal Opportunities

Culverhill does not have a broad spread of religious affiliation amongst its staff or pupils, and so particular care is taken to encourage the participation of pupils who hold firm beliefs, of whatever faith. The importance of fostering the self-esteem of all pupils is central to the planning of all RE lessons.

Evaluation

The RE co-ordinator will review and evaluate practice and support staff to develop their confidence and competence in delivering RE in accordance with the South Gloucestershire's Agreed Syllabus.

Collective Worship at Culverhill School

Collective Worship should be a valid educational experience that ensures a respect for the different beliefs of the staff, pupils and their families.

The broad definition of worship allows children to reflect upon their shared human experiences and feelings of joy and sadness, thankfulness and need, reflections on shared values and concerns. This, in time, could lead to a fuller and more mature capacity for worship.

School worship should reflect the many aspects of living in a multi-cultural society and will encompass:

- Social celebration and development
- Moral celebration and development
- Spiritual celebration and development
- Cultural celebration and development
- British Values
- Key religious beliefs of World faiths.

These values will be reinforced through broad topics that arise throughout the school year. These are both religious and non-religious.

Aims:

- To bring the pupils together to share the values of the school and community, thus fostering a sense of fellowship and belonging.
- To foster a sense of awe and wonder.
- To allow reflection on fundamental questions of life.
- To provide an opportunity for celebration and thanksgiving, and sharing of a variety of human emotions such as love, joy, hope, friendship, sadness and forgiveness.
- To foster a concern for the needs of others.
- To provide a time for the sharing of successes and failures in personal, school and community life.
- To provide the experience of being part of a caring community.
- To foster new insights about life and empathy with others.
- To develop a worshipful attitude through feelings of awe, wonder, respect, feeling uplifted and sharing emotions.
- To promote tolerance, respect and understanding.
- To develop personal views and philosophy.

Organisation, Grouping and Content:

There are Key Stage assemblies on both Mondays and Fridays. The Head, Deputy and Assistant Headteachers lead the assemblies on Mondays, covering celebrations or topics that celebrate culture and diversity, such as Diwali or Anti-bullying week. Friday assemblies are for celebrating the success of the week where achievements such as star of the week or outstanding attitudes are celebrated within the key stages.

Classes have 'Tutor' time on Tuesday, Wednesday and Thursday which will include conversation time, fine motor skills time and others, as well as developing the children's social, emotional and behavioural skills. They will also include SMSC and British Values as detailed in the SMSC Policy. All teachers participate in the Friday assembly rota during the year.

The methods of presentation include:

- The spoken word, stories, poetry and stories from both religious and non-religious texts.
- Music and song.
- Pictures, posters, artefacts, works of art.
- Dance, drama and role-play.
- Silence, reflection, contemplation and prayer.
- Visitors

Evaluation:

The RE Co-ordinator will review and evaluate practice and support the staff to develop their confidence and competence in leading collective worship at Culverhill in accordance with the above guidance.

END.