



**Approved by Governors (date).....**

**Head teacher.....**

**Steven Mowatt (Chair).....**

## **Religious Education and Collective Worship policy**

### **Intent**

At Castle View Primary School, we believe children should be taught Religious Education to develop knowledge and understanding of the major world faiths. We provide children with the opportunity to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We also encourage children to develop their understanding through the use of philosophical questioning, allowing for balanced discussions to enable pupil voice to flourish within the classroom to cater for all children's religious and non-religious beliefs. RE is a valued subject which welcomes the difficult questions about life, beliefs, God, right and wrong and what it means to be human. It develops the children's knowledge and understanding of faiths represented in their local community and the wider world. RE allows children to learn about and challenge their own and each other's beliefs and values in an unbiased and safe environment. Although RE is a distinct subject it makes important contributions to their parts of the curriculum, eg PSHE, SEAL, SMSC as well as developing higher order thinking skills, spiritual development and deep personal development. The Aim of Religious Education

### **Implementation**

1. To provide children with appropriate opportunities to discuss their life experiences through the use of philosophical questioning.
2. To provide children with consistent and engaging activities relating to various religions and belief systems to develop their understanding.
3. To use outside organisations to provide children with expert opinions relating to different religious beliefs and backgrounds and how they show commitment to these.
4. To allow children to be involved in classroom discussions and debates while encouraging them to express their own opinions and justify their reasons.
5. To promote a clear message of what is right and wrong for children and the consequences that follow wrong decisions.
6. For staff and subject leaders to make cross curricular links with British Values and SMSC, to allow children to develop their understanding of the diverse cultural differences in Britain today.
7. To allow children the opportunity to discuss and create high expectations and rules within the classroom, and how these can relate to the wider world.



8. To encourage children to respect others' religious beliefs and values and to give children the opportunity through personal art work, creative writing and cultural reading to celebrate these.
9. To host and engage children in various philosophical questions with deeper meaning and encourage children to listen to, and respect other children's responses.
10. To support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world.
11. To ensure children know about and understand a range of religions and worldviews.
12. To encourage children to express ideas and insights about the nature, significance and importance of religions and worldviews.
13. To ensure children gain and deploy the skills needed to engage seriously with religions and worldviews.
14. To use collective worship and assembly workshops to broaden their understanding of different religious aspects through the use of story-telling, exploring artefacts and current news.
15. Planning will include the four elements of the Field of Enquiry (Shared Human Experience, Beliefs and Values, Living Religious Traditions and the Search for Personal Meaning).

## **Impact**

Religious Education will be used to raise children's awareness of the diverse cultures in and around Britain today. All children will be provided with opportunities to question their own understanding of religion and be able to develop this through the use of discussions, classroom debates, exploring various religions and belief systems and taking part in outside organisation's workshops. Children will be greatly encouraged to participate in these engaging and creative workshop style approaches and voice and respect opinions. The school's overall aim is that children are able to continue their own religious journey with a better understanding of the various religions and beliefs around the world, and can continue to respect views and opinions in relation to these.

## **Collective worship**

### **Values and Aims**

We believe at Castle View that collective worship both supports and strengthens what we aim to do in all aspects of school life. We value this time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

Through our collective worship we aim to provide a caring and supportive environment for children to:



- Become increasingly aware of themselves as individuals and groups within the school and wider community
- Grow in understanding of the feelings of the other people in everyday situations and beliefs
- Explore the language which people use to express their feelings
- Deepen their sense of wonder about the world around them
- Grow in confidence when making a presentation to the group or whole school
- Acknowledge diversity, whether it be religious or not

Worship both reflects and nurtures the ethos of the whole school. It encompasses all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. In particular, school worship develops the feeling of belonging to a community which is essential for personal development and spiritual growth.

### **Opportunities for collective worship**

At Castle View, we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. Assemblies take place in the resources room as a key stage or in the classroom as a class. Key stage assemblies occur 3 times per week, with class assemblies once per week.

### **Song/music**

Songs and music is a very powerful means of creating the right atmosphere in the school community. Appropriate music to be used in assemblies is chosen by the head teacher, deputy head teacher or head of key stage. In our assemblies we take time to consider the lyrics of songs and may take time to discuss, reflect and respond. We also consider lyrics from songs as part of our guided reading lessons and lyrical recital in the Spring term.

### **Prayer**

Prayer may be considered helpful in enabling children to focus their thoughts. However, pupils should not be required to say or affirm prayers in which they do not believe. We may use a different introduction to prayers to give children the opportunity to participate if they wish. e.g. I am going to read some words from a prayer, please listen if you want to join in and reflect on the words shared. It is not always necessary to have a prayer and the use of regular moments of silence and reflection provides opportunities for some pupils to respond in a personal way if they so wish.



Reviewed and updated: July 2022

Date of next review: July 2023

