

## Collective Worship & RE

### Collective Worship

#### Intent

School assemblies allow our children to learn about the whole school community, develop their values, and allow them to contribute, grow and develop into a valuable member of society and the outlying community. Our assemblies support our children to learn about what their school stands for and explore and reflect about global issues finding out about the world around us and developing life skills for the future.

Our assemblies provide the opportunity to:

#### 1. Unify

Our assemblies will ignite the school spirit, instil a sense of belonging, and motivate our children towards making the best of the opportunities the school has to offer. modelling our school values.

#### 2. Build Interest in Extra Curricular Activities and learn from our visitors

School assemblies provide opportunities to promote enrichment beyond our school curriculum encouraging the children to participate in new experiences and provide aspirations for jobs for the future.

#### 3. Develop Core Values

Children have the opportunity to understand our school values in everyday life and also learn about other significant values such as British Values. This understanding contributes not only to develop our children as local citizens within our community but prepares our children as global citizens of the future.

## Religious Education

### Intent

"Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world."

Ofsted

We believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them.

Our principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

Our Religious Education curriculum is enhanced further with trips to places of worship in our local area. We use the agreed Oxfordshire RE syllabus as the basis for our curriculum.

R.E. is an entitlement for all children. A balanced R.E. curriculum will 'provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.'

We aim to ensure that we equip the children with 'systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.' Thus enabling them to have the necessary cultural capital to succeed in the world.

The intent of our curriculum for RE aims to ensure that all pupils;

- 1) Know about and understand a range of religions and worldviews so they can;
  - Describe, explain and analyse beliefs and practices, recognizing the diversity which exists within and between communities, and amongst individuals.
  - Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and world views.
  - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2) Express ideas and insights into the nature, significance and impact of religions and worldviews so they can;
  - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
  - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning

and value, including ethical issues.

- Appreciate and appraise varied dimensions of religion.

3) Gain and deploy the skills needed to engage seriously with religions and world views, so they can;

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the well-being of all.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

### **Implementation:**

Teachers plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Children draw from their own beliefs and experiences as well as developing a deeper understanding of other religious and non-religious belief structures.

### **Impact:**

Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Tracking of progress throughout the year
- Pupil discussions about their learning;

### **SMSC Links**

#### **Spiritual**

- Experience wonder and joy through learning about and from stories, celebrations, rituals and difference world views.
- Ask and respond to questions about meaning and purpose.
- Explore spiritual practices such as worship and prayer, and consider the impact of these on believers and any relevance to their own life.
- Reflection on their own values and views, as well as those of others.

#### **Moral**

- Explore morality including rules, teachings and commands.
- Investigate and explore religious perspectives and responses to evil and suffering in the world.
- Ask questions 'big questions' about religion
- Show tolerance and respect for other religions and other points of view.

- Valuing others

### **Social**

- Explore the qualities which are valued by our school as well as the values of a civilised society.
- Ask questions about the social impact of religion.
- Take part in a number of religious festivals and worships practices.
- Experiential learning - pupils should have opportunities to embody for themselves expected behavioural norms, whether through class discussions, group work and ongoing behaviour expectations through special events such as school visits and workshops.

### **Cultural**

- Provide opportunities for children to explore their own culture as well as to explore Britain's rich diversity of religious, ethnic and geographical cultures.
- Learn about the UK saints, especially through theme days and celebrations.
- Engage with texts, artefacts and other sources from different cultures and religions.
- Show tolerance and respect for all religions, including those of no faith.

### **British Values Links**

#### **Mutual Tolerance**

- We do not accept intolerant attitudes to any members of our school or the wider community. We believe that RE can challenge children and young people to be increasingly respectful and to celebrate diversity.

#### **Respectful Attitudes**

- In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity.
- Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves.
- Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs and are challenged to be broad-minded and open-hearted.

#### **Democracy**

- In RE pupils learn the significance of each person's ideas and experiences through methods of discussion.
- In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others

## The Rule of Law

- In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities.
- They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities.
- They learn that fairness requires that the law apply equally to all, irrespective - for example - of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

## Individual Liberty

- In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints.
- They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the values of a stable society and the value of change for human development.

## EYFS

### People, Culture and Communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- The processes of exploration and reflection are important for young children.
- Learning from other views, cultures and beliefs supports children in developing their views and cultures and supports them in developing positive attitudes towards them.

	KEY STAGE 1	KEY STAGE 2
1	<u>What do people believe about God, humanity &amp; the natural world?</u> <u>(creation stories)</u> To explore religious views of creation and ecology Does the world belong to God? Should people take care of the world?	<u>Peace</u> identify and begin to describe the similarities and differences within and between religions. investigate the significance of religion in the local, national and global communities. Reflect on ideas of right and wrong and their own and others' responses to them

2	<p><u>How and why are celebrations important in religion?</u>          To explore and compare reasons for celebrating          Are religious celebrations important to people?          Is God important to everyone?</p>	<p><u>True meaning of Christmas</u>          describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;          consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;          reflect on what it means to belong to a faith community, communicating their own and others' responses;</p>
3	<p><u>What do we get out of belonging to different groups and how do we show that we belong?</u>          To explore how and why people choose to belong to groups and religions          Does it feel special to belong?          Who do I believe I am?</p>	<p><u>The Bible</u>          describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;          use specialist vocabulary in communicating their knowledge and understanding; □ use and interpret information about religions from a range of sources.</p>
4	<p><u>What do Christians believe?</u>          To recall key Christian beliefs about Jesus and some of the stories he told          To explore the reasons why people follow Jesus with reference to the Easter story.          Should people follow religious leaders and teachings</p>	<p><u>Places of worship (Christian)</u>          describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;          investigate the significance of religion in the local, national and global communities;          discuss their own and others' views of religious truth and belief, expressing their own ideas;</p>
5	<p><u>What do Muslims believe? Why do Muslims go on pilgrimages?</u>          To recall key Muslim beliefs          What are the 5 pillars of Islam?          What is the importance of pilgrimage for Muslims?</p>	<p><u>Pilgrimages</u>          describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others          describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings; □ identify and begin to describe the similarities and differences within and between religions;</p>

6	<p><u>What makes some stories special in religion?</u> To explore some religious stories and find out what can be learned from them What can I learn from stories from religious traditions?</p>	<p><u>Buddhism and mountains</u> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others; □ describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;</p>
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