

# Over Hall Community Primary School Policy for the teaching of Religious and Non-Religious World Views



January 2024

## **Introduction**

Why teach RE? Britain is a multi-faith and multi-cultural society which shares a wide range of religious and non-religious world views. We value the importance of RE in order to develop an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. RE in our school is not just about the knowledge, we understand how RE also contributes to our pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. Through the teaching of RE, we want to our pupils to become successful learners, confident individuals and responsible citizens.

## **Legal requirements**

The Education Act (1996) requires that religious education in community and voluntary controlled schools must be provided for all registered pupils in accordance with the local agreed syllabus (Cheshire West 2019). That every agreed syllabus shall reflect the fact that the religious traditions in Britain are in the majority Christian whilst taking account of the teaching and practices of other principal religions represented in Britain and the importance of teaching about non-religious world views for which we include Humanism. Parents have the right to request the withdrawal of their child from part of or all religious education and teachers have the right to withdraw from teaching the subject.

## **Our Intent for our Religion and World Views Curriculum**

Our RE curriculum is designed to meet the content requirements of the agreed syllabus and many of our lessons are also used in other CWAC schools. There is a set amount of time specified in the agreed syllabus for each religion.

The CW&C syllabus states through the teaching of RE, children learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview.

We aim to ensure that all pupils:

- To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.
- To encourage children to ask and reflect on challenging questions.
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious).
- To encourage children to be respectful and well informed members of society, celebrating diversity and understanding differences.

## **Our Implementation for our Religion and World Views Curriculum**

At Over Hall, we value the importance of RE in order to develop an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. We understand how RE also contributes to our pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. Through the teaching of RE, we want to our pupils to become successful learners, confident individuals and responsible citizens.

We follow the Cheshire West and Chester Agreed Syllabus. Some of the relevant documents can be found attached. All other guidance is freely available. [Click here.](#) It is designed to meet the content requirements of the agreed syllabus and many of our lessons are also used in other CWAC schools. There is a set amount of time specified in the agreed syllabus for each religion.

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## **Our Implementation for Our Religion and World Views Curriculum**

Our RE lessons are based on a big question each half term, we make connections and collect clues to help us to answer the big question. We use concepts as a focus for our lessons and use key words to develop religious literacy and equip us with the skills we need to discuss religion.

Religious Education in Key Stage One is taught for 50 minutes per week and 60 minutes per week in Key Stage Two. In Early Years children will encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers. Children in EYFS will explore festivals and special events throughout the year, allowing children to develop a sense of wonder, curiosity and empathy for the world around them. Across school, we will be exploring and gaining knowledge on various events and festivals across the year.

Additional EYFS opportunities are part of their themed weeks led by the class teacher, e.g. Christmas, Diwali, Chinese New Year

We do not use individual books to record our work as we are developing the skills needed to access Religious Education such as discussions, debates and collaboration. Each class has their own RE book to show the journey of learning across the year. Teachers keep work from each child in a separate assessment folder. We will be allowing children to showcase their knowledge in various ways, providing opportunities to unpack concepts through drama, art and ICT.

We currently learn about Christianity, Islam and Judaism in Key Stage One. In Key Stage, we learn about Christianity, Hinduism, Sikhism, Islam and Judaism in Key Stage Two. Across the Early Years Foundation Stage, Key Stage One and Key Stage Two, we have introduced a School Values unit. Children will explore the following values in detail:

- Safety and Sensitivity
- Understanding
- Pride
- Patience
- Ownership
- Respect
- Trust
- Enjoyment
- Determination

Our Religious Education prepares children for a life in a multicultural society by reflecting the ongoing attitudes listed below in our lessons.

- Self Esteem
- Curiosity
- Fairness
- Respect
- Empathy
- Wonder
- Open-mindedness
- Working with others
- Sense of Community

At Over Hall, we would like all children to visit three different places of worship before leaving Year 6. Our Religious Education helps us to learn to be a member of a diverse society. Such experiences include: Performing at the local church over the Christmas period by taking part in a Carol Concert, Years 5 take part in the Winsford Education Partnership Christmas Cantata in December as well as our key stage one and EYFS Nativity performances. We also have a strong relationship with our local Church with the Reverend regularly visiting classes to support with learning alongside supporting in assemblies.

Within our RE lessons, we encourage children to look into different lenses to help them understand the world around us. We may often refer to our lenses to help us answer from someone else's point of view which develops our empathy. We are often thinking about how we are developing our learning as **Theologians** (when working to make connections in sacred texts), **Philosophers** (when thinking deeply about puzzling questions which can include our own world view) and **Sociologists** (when learning about how a belief is shown in practice as part of a community which includes worship and festivals.)

### **RE's contribution to SMSC (including British Values)**

#### **Spiritual Development by:**

- reflection on a range of human questions and experiences
- insight and inspiration at our deepest level
- exploring ultimate questions and trying to contemplate the deeper questions of human existence

- exploration of the sacred
- Showing an awareness of the ways in which people are connected to one another

**Moral Development by:**

- reflection on behaviour, principles, laws and societal expectation
- development of qualities that foster wellbeing, kindness, selflessness and generosity
- awareness if how moral choices are applied to their own experiences

**Social Development by:**

- acquiring knowledge and attributes that provide pupils with a willingness to participate and work cooperatively
- learning about society, the family and community
- recognising the importance of social and political aspects of life
- participating in democratic activity

**Cultural Development by:**

- broadening an awareness of forms of expression
- reflecting on a range of cultural expression
- identifying the link between culture and identity
- being able to analyse and question the validity of culture and expression

**Contributes to British Values and Prevent agenda by:**

- We enhance pupils' understanding of different faiths and world views through high quality RE provision
- We have faith visitors in school and also visit places of worship in our locality and aiming to visit places of worship beyond that. Reverend Callum will regularly come and visit us for assemblies and to work with individual classes.
- We learn about differences, diversity and similarities in RE
- Children are taught to tackle prejudice and recognise stereotypes and discrimination

- Pupil understanding of the importance of RE with their own lives

### **Curriculum management - Roles and responsibilities**

The RE co-ordinator will facilitate and oversee the delivery of RE in the following ways:

- By updating the policy and scheme of work
- By ordering/updating resources
- By keeping staff aware of new developments
- By supporting staff in developing pupils' capability
- By attending appropriate courses to update knowledge of current developments
- By monitoring the curriculum
- By updating Subject Leadership file on a termly basis

Monitoring is carried out by the RE co-ordinator in the following ways:

- Informal discussion with staff and pupils
- Observation of RE displays
- Collection of RE books
- Classroom observation
- Observation of assemblies
- Participation in RE/Collective Worship activities (visiting church, KS1 Christmas performance)
- By updating Subject Leadership file on a termly basis

### **Assessment and Reporting**

Assessment will be made in accordance with medium term plans and meet the Essential Knowledge requirements of the local agreed syllabus. Each set of lesson plans contain a series of learning check ins to support the teacher in making a teacher judgement, which will then be recorded onto Insight.

Throughout the year there will be opportunities for assessment and examples of work are in the class books. Each teacher also has an class additional assessment file to keep individual pieces of work. A number of assessment strategies will be employed to assess a child as we often find that deeper learning is demonstrated through lessons which are not restricted to literacy skills. It is a legal requirement to report to parents on progress in Religious Education.

### **Right of withdrawal**

We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act. Children who are Jehovah Witnesses leave the assembly when prayers are said. The head teacher keeps a record of all children who withdraw from Collective Worship.

## **Collective Worship**

The purpose of collective worship is:

- To provide an opportunity for the children to worship God
- To enable children to consider spiritual and moral issues
- To enable children to explore their own beliefs and the beliefs of others
- To encourage participation and response
- To develop in children a sense of community spirit
- To promote a common ethos with shared values and to reinforce positive attitudes
- To teach children how to worship

We understand worship to be a special act or occasion whose purpose is to show reverence to God. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly. In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

While the majority of acts of worship in our school are Christian, we also hold assemblies that reflect other religious traditions that are represented in the school and the wider community. We hold a weekly act of collective worship in our school. This takes the form of either a whole-school assembly, key-stage assembly or a celebration assembly.

Assemblies are conducted in a dignified and respectful way which allows children time to reflect in a calm and quiet environment, considering the teachings and to participate in prayer and hymns. We create an appropriate atmosphere by using music and sometimes candles or other objects that act as a focal point for the attention of the children. The head teacher or other members of staff normally conduct assemblies, but often local clergy or other representatives of local religious groups conduct them instead. We also invite other guest speakers, such as representatives from the local food bank, Christian Aid, NSPCC and community groups such as the local police.

Our assembly themes follow the traditions of the Christian faith and often reflect the festivals and events of the Christian calendar, ensuring there are nativity and Easter performances. The children at Over Hall prepare, perform and enjoy a host of celebrations at our local church throughout the year, including Harvest, Christingle, Carol singing and browsing at the Christmas trees during the festival. Our assembly themes may reflect the teachings in our SEAL curriculum which are built on and expanded further through class discussions and shared awareness.

Over Hall Community School is a successful school and we celebrate the accomplishments of all the children in assemblies. Our achievement assembly is an important part of our week and we take extra time during this assembly to celebrate our week together. This is an important part in promoting the ethos and values of the school and ensuring that each child is recognised for their achievements and hard work. Winners are celebrated on our website and parents and governors are invited to attend special assemblies, such as end of term celebrations. We also invite other members of our local community, such as Hazelmere Nursing Home and Sunrise Nursery, to attend our assemblies.

### **Renewal of Policy**

This policy is due to be further updated every three years with the consultation and agreement of the teaching staff and governing body. A new CWAC Syllabus is due in 2024/5 which may impact this policy.