

# Temple Meadow Primary School



Temple Meadow  
Primary School

Growing together, learning together

## Religious Education and Collective Worship Policy including RE Teaching and Learning Policy

Policy Ownership: (RE Lead)

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## Statement of intent for Religious Education

The Religious Education and Collective Worship Policy at Temple Meadow Primary School pays due regard to statutory requirements as outlined in the 1988 Education Act and takes account of the local authority guidance through SACRE (Standing Advisory Councils for Religious Education).

Temple Meadow values an integrated approach to learning involving both inside and outside of the school environment. We provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development; which is in accordance with the locally-agreed Sandwell syllabus.

Religious Education (RE) is taught discretely within the school curriculum. The long-term plan and curriculum map outline the key units that must be taught in each year group every half term. These units have been provided by the SACRE Sandwell Syllabus and have also been supplemented by the Understanding Christianity units to support teaching and learning. With regards Collective Worship, both our RE curriculum and our overarching Temple Meadow Values support our Collective Worship content.

### Policy aims

Our policy aims to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils experience all elements of RE, as per the Sandwell syllabus.
- All pupils receive high quality teaching and learning experiences linked to RE and Collective Worship.

Our values align with RE and Collective Worship and that our approach supports our community cohesion.

### Linked policies

- RE Teaching and Learning policy
- Vision and values policy.

### Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act 1998

This policy also has due regard to guidance, including, but not limited to, the following:

- DfE (1994) 'Religious Education and Collective Worship'
- DfE (2021) 'Statutory framework for the early years foundation stage.'

### Parental right to withdraw from RE or Collective Worship

Parents have the right to withdraw their child from RE or Collective Worship.

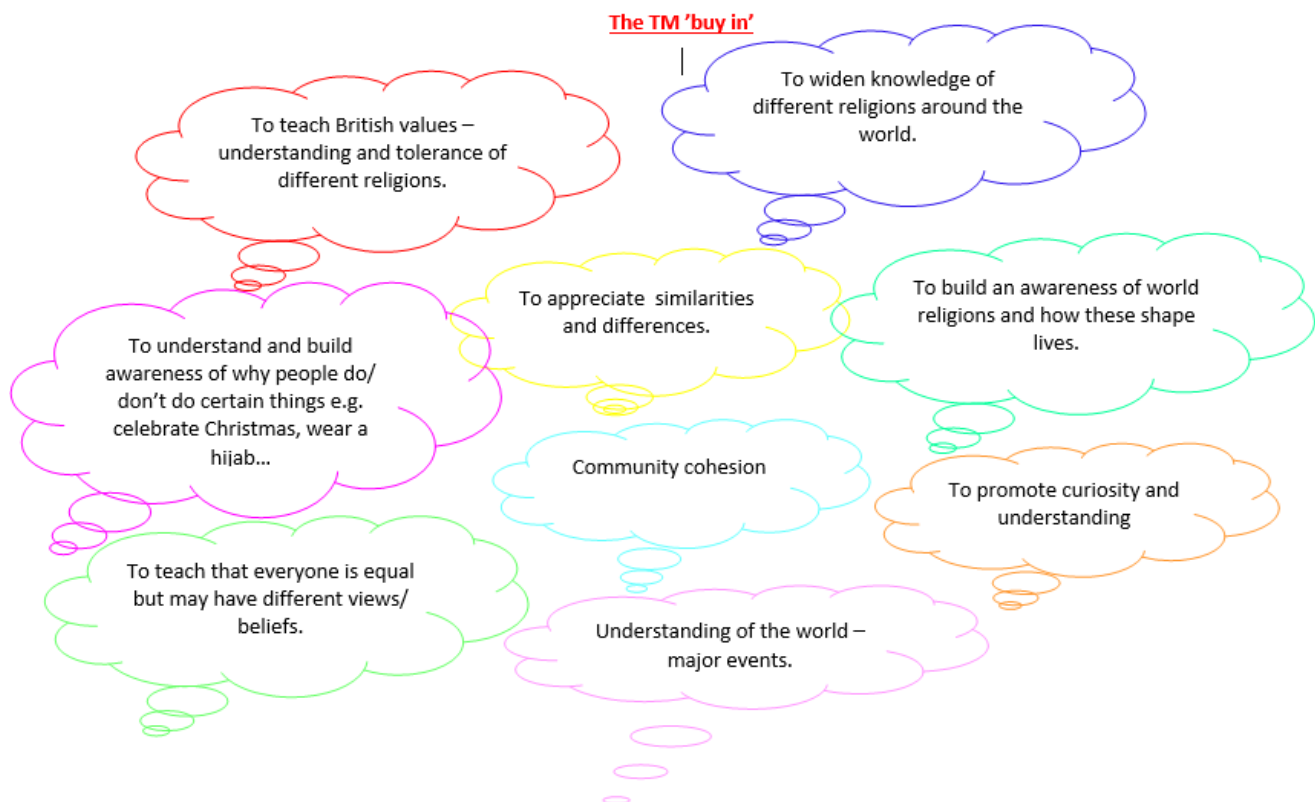
- Parents must put this in writing and discuss with the Headteacher.
- Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised appropriately.

## Cultural capital considerations for RE

Given our context linked to high levels of deprivation, we are aware of the high need to support development of Temple Meadow pupils' cultural capital. This is key to their future success in their next stage of education and in future life and in understanding the diverse society we live in and the range of religions and cultures we are surrounded by. We plan to ensure that the experiences we provide through our RE curriculum and by connecting learning across subjects, gives them confidence and the capacity to succeed in the future and to support a long term aspiration of all pupils achieving in society.

## Teacher view importance of RE

During our RE staff meeting 4.3.20, Teachers generated the following statements as to why they consider RE so important at Temple Meadow.



## Roles and responsibilities

The RE lead is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject knowledge and expertise of staff in RE.
- Organising the deployment of resources and carrying out appropriate audit of all related resources.

- Liaising and supporting teachers across whole school.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Monitoring agreed teaching and learning expectations including assessment; collaborative books and learning ladders.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. Learning 4 Life (PSHE) lessons.
- Collating assessment data and setting new priorities for the development of RE in future years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the Sandwell syllabus.
- Planning lessons effectively, ensuring a range of collaborative methods are used to cover the content of the Sandwell syllabus.
- Liaising with the RE lead about resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the RE lead.
- Undertaking any training that is necessary in order to effectively teach RE
- Differentiate appropriately to meet all pupils needs.

The special educational needs coordinator (SENCO) is responsible for:

- Ensuring all pupils access RE curriculum.

# Curriculum

## Early Years Foundation Stage (EYFS)

- All pupils in the EYFS are taught RE as an integral part of their personal, social and emotional learning.
- All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books and storytelling.
- All pupils will reflect on their feelings and experiences.
- Teachers will encourage imaginative play and curiosity in pupils.

## Curriculum Y1-Y6

Temple Meadow adheres to the locally-agreed Sandwell syllabus. RE provision includes a distinct body of knowledge and aims to enable all pupils to make effective progress in achieving RE learning outcomes. Temple meadow accommodates parents 'right to withdraw' their child from RE lessons (see above).

Our aim is for all pupils to experience a high quality, coherent and progressive experience of RE. Our approach is holistic linking curriculum areas such as Learning 4 Life and Collective Worship to the overarching RE curriculum experience. We make connections in other curriculum areas such as Geography, English (texts) and History where relevant.

At Temple Meadow we fund trips to places of worship to ensure our RE curriculum is experiential (see enrichment information below).

We aim for good practice by:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs e.g. Harvest Festival and Diwali celebrations.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

## RE curriculum map

We have an RE curriculum map which maps the learning for RE really clearly. This curriculum map is in the RE Curriculum Folder. A snap shot is shown below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What do Christians believe God is like?	Why does Christmas matter to Christians?	Beginning to learn Sikhi: Part A. Stories of the Sikh Gurus.	Beginning to learn Islam: What can we learn from stories of the Prophet?	Who is an inspiring person? What stories inspire Christian and Muslim people?	Where and how do people worship? What makes some places sacred to believers?
Year 2	Beginning to learn Sikhi: Part B. The Gurdwara – a place to belong. The Langar.	Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)	How and why are some books <u>holy</u> ? Sacred words for Sikhs, Muslims and Christians.	Why does Easter matter to Christians?	Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?	Who are Humanists and what is their way of life?
Year 3	What kind of world did Jesus want?	What is it like to be a Hindu?	What do Christians learn from the Bible's creation stories?	What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living.	Why does the prophet matter to Muslims?	What <u>are</u> the deeper meaning of the festivals?
Year 4	What is the 'Trinity' and why is it important for Christians?	What is it like to be Jewish? Family, Synagogue and Torah.	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, what was the impact of the Pentecost?	Keeping the 5 pillars of Islam.	Values: What matters most? Christians and Humanists (Humanists, Christians)
Year 5	What does it mean for Christians to believe that God is holy and loving?	An enquiry into visiting places of worship	Can religions help people when times get hard? (Christian, Hindu, non-religious)	What do Christians believe Jesus did to save human beings?	Hindu, Jewish and Islamic Prayer – what? When? How? Where? Why?	What can we learn from religion about temptation? (Christians and Muslims)
Year 6	Christians and how to live: 'what would Jesus do?'	What will make Sandwell a more respectful community?	Christian Aid and Islamic Relief: can they change the world?	Why do Hindus want to be good?	What impact do people's beliefs have on their lives? Spiritual expression	Atheists and believers in God: what are the arguments?

Christians = Green

Sikhi = yellow

Muslim = Blue

Hindu = Pink

Judaism = Orange

Left blank = a mixture of religions

## RE Long Term Plan

Year 3 RE		
Year 3 units:		
Autumn	Spring	Summer
<p><b>What kind of world did Jesus want?</b></p> <p>Learning outcomes:</p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> </ul> <p>5 key words to teach: Jesus Christ (Messiah), Gospel, good news, disciple.</p> <p><b>What is it like to be a Hindu? How is faith expressed in Hindu community, worship and celebration?</b></p> <p>Learning outcomes:</p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean.</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> </ul>	<p><b>What do Christians learn from the Bible's creation stories?</b></p> <p>Learning outcomes:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways).</li> <li>Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</li> </ul> <p>5 key words to teach: Christian, Creator, God, Genesis, Stewards</p> <p><b>How is faith expressed in Sikh communities and traditions? Beliefs and Ways of Living</b></p> <p>Learning Outcomes:</p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify and describe how Sikh beliefs about God and values including Waheguru and Sewa from EGs of texts such as the Mul Mantra.</li> </ul>	<p><b>Why does the prophet matter to Muslims?</b></p> <p>Learning outcomes:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by.</li> <li>Explain the meanings of examples of texts that Muslims use to understand Islam.</li> <li>Consider questions about leadership, and Islamic examples of answers.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make simple connections between sacred texts and Muslim admiration for the Prophet.</li> <li>Describe how Muslim people follow the example of the Prophet today.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Raise questions about why we often seem to like to follow a leader.</li> <li>Express their own ideas about the meaning and value of different kinds of leadership.</li> <li>Give good reasons for their views about the leadership of the Prophet.</li> </ul> <p>5 key words to teach: Allah, prophets, Qur'an, hadith, Eid Al Fitr</p> <p><b>What are the deeper meanings of the festivals?</b></p> <p>Learning outcomes:</p>

## Implementation of RE

**Note: we have a distinctive Temple Meadow learning culture that includes Irresistible Learning, Collaborative Learning etc See T&L Policy Learning Culture Policy for more details.**

We ensure pupils gain a clear understanding of often complex concepts by ensuring we allow for concrete and hands on learning as a means to develop abstract understanding. For example, to gain a secure understanding of what different religious people believe and the materials they use to help them worship and also how there are many similarities and differences across the 5 main religions that we learn about at Temple Meadow.

## National Curriculum coverage and planning resources

RE is a statutory subject within the school curriculum for all pupils aged between 5 and 19. Parents have the right to withdrawn their child from RE. This needs to be done by writing to the Headteacher. All schools must provide RE in line with the National Curriculum requirement as it is a compulsory subject.

The Sandwell Syllabus and Understanding Christianity resources and planning documents are used to support planning using the standard Temple Meadow planning performa. These can be found under the S:drive/Curriculum Design 2021-2022/R.E/Sandwell RE Syllabus and Understanding Christianity Units. Staff can use the RE long term plan to distinguish which document they need to use to support planning.

## Teaching and learning approaches

Teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.

During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To support understanding of content, we utilise our Temple Meadow collaborative techniques as well as:

- Storytelling
- Adult-led activities
- Child initiated activities
- Debating
- Dramatic performance.

To improve communication and language in the classroom, teachers will encourage pupils’:

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

## Planning

- All lessons will have clear learning intentions (RELI’s), which are shared with pupils. These are taken directly from the RE long term plan.
- Planning for RE will be comprised of long-term and short-term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher.
- Long-term plans have been created by the RE lead and will include the topics studied in each term during the key stage.
- Individual learning episodes will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the RE lead for verification.
- The RE lead is responsible for reviewing the long-term on an annual basis, and communicating these to teachers prior to the start of a new term.
- Teachers are responsible for reviewing and updating short-term plans and considering pupils’ needs and identifying the methods in which topics could be taught.
- Learning episodes will reflect the lesson objectives and preceding aims of future lessons.

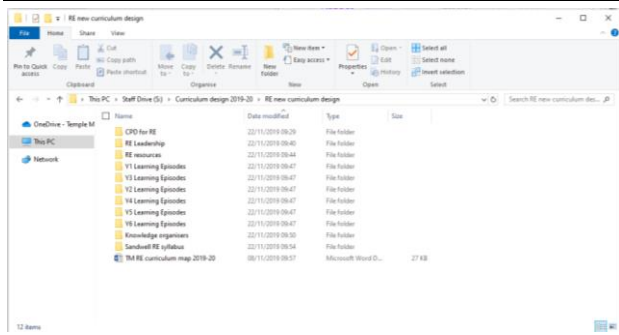
## RE Sway

All work is collated on a Sway set up by each class teacher dedicated to R.E. Each lesson the teacher is to take photos of any outcomes they have achieved or any activities they have completed to help them learn. The teacher creates a cohesive learning journey that illustrates how the children have learnt about that particular topic.

## Location of RE planning and resources


Everything to do with RE is on the S drive Curriculum Design 2024-25/R.E.

The RE Teaching and Learning Policy is on S drive Policies & Prospectus / T&L Policy/ RE T&L Policy



## Knowledge organisers

Our aim is for quality delivery and clarity of definitions throughout the school, supporting progression of knowledge and skills. Therefore supporting each religion that is taught, there is a Knowledge Organiser. This can be found on the S drive, Curriculum design 19-20, RE, Knowledge Organisers.

<p><b>RE</b> <b>Christianity</b> <b>Knowledge Organiser</b></p>	<p><u>Place of worship</u></p> <p>The Church.</p>	<p><u>How they worship</u></p> <p>Most Christians go to Church on a Sunday.</p> <p>In church they sing special songs- these are called hymns.</p> <p>The vicar or priest gives a special talk- this is called a sermon. It reminds Christians how to behave and how to help others.</p> <p>Children sometimes go to a special school to learn about Christianity- this is called Sunday School.</p>
<p><u>Special book</u></p> <p>Christians holy book is called The Bible. The Bible is split into two sections- the Old Testament and the New Testament. The New Testament tells stories about Jesus.</p>	<p><u>Special symbols</u></p> <div style="text-align: center;">  </div>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Christians</li> <li>• Church</li> <li>• Bible</li> <li>• God</li> <li>• Jesus</li> <li>• Disciples</li> <li>• Christmas</li> <li>• Easter</li> </ul>
<p><u>Important beliefs and teachings</u></p> <p>Christians believe in one God who came down to earth in the form of Jesus.</p> <p>They believe Jesus died on a cross for everyone's sins but rose again and is very much alive.</p> <p>They believe that if you are a good Christian and a good person you will go to heaven.</p>		

## Timetabling

RE is taught discreetly and there is a clear timetable slot for each year group. There is an expectation of 5 lessons to be taught each half term. Lessons are typically one hour.

## Learning episodes

Our Learning episodes ensure that pupils appreciate and respect what they are learning about and they are clear regarding the RELI (Religious Education Learning Intent).

## **Vocabulary**

Vocabulary has high focus and children are expected to develop a secure understanding of required religious terminology. On the long term plan under each lesson there is a list of vocabulary written in blue. This is to aid the teacher with their curriculum knowledge and ensure that there is clear progression throughout the school.

## **Inclusion and equal opportunities**

- Teachers are always mindful of inclusion and differentiation. Learning must meet the needs of all pupils.
- All pupils will have equal access to the RE curriculum.
- Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons. Reasonable adjustments will be made by the class teacher to support pupils and specialist circumstances.
- Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

## **Making connections to other subjects**

We make smart links to English, History and Art and DT.

## **Resources**

All pupils will explore artefacts and resources linked to the religions they are learning about. These will be used frequently in learning episodes to build understanding and enable children to handle the objects where appropriate and to encourage their respect.

All RE resources can be found in the resource cupboard in the studio, clearly sorted into labelled boxes with the religion name.

## Enrichment

To build Cultural Capital to support lifelong success as learners and citizens the curriculum at Temple Meadow must be experiential, hands on and imaginative. We value enrichment to support our values.

### ***Trips***

Each year the R.E. lead will look into implementing trips to holy places. This depends on budget and time within the curriculum.

### ***Visits***

Visits from people of different religions and faiths will be planned for appropriately to help support children's learning in RE, depending on their topic.

# Assessment, monitoring and review

## Assessment and reporting

- Formative assessment is carried out routinely throughout the year. Assessment is carried out at the end of each lesson e.g. through a collaborative chart in the Collaborative RE book; this shows a clear measure of pupils’ development throughout each unit.
- Summative assessment is carried out at the end of a unit of work. Teachers use the results to assess pupils’ overall achievement for each half term, against each learning outcome. This data is logged onto Learning Ladders. Also, this information will be passed on at the end of the school year to each pupil’s future teachers, in order to measure how well a pupil has progressed at any given time in their education.
- Parents will be provided with a written report about their child’s progress during the Summer term every year.

## RE Learning Ladders

Throughout the teaching of each RE unit, teachers assess against a pupil’s understanding using an online assessment trackers (Learning Ladders). Throughout the academic year, these are updated based on a pupil’s attainment.

This assessment is completed after the lesson has been taught and the outcomes are used to complete the assessment. To assess the children each child needs to be assigned either as a “1”, “2”, or “3” (1= emerging, 2= developing and 3= secure). Each lesson focuses on 1 rung which can be assessed at the end of the session.

The impact of teaching and learning is then measured. Teachers take ownership of their own assessment data and appraise whether a particular objective needs revisiting at a later date through a Knowledge Retrieval practice. Analysis of Learning Ladders is also conducted by the RE lead on a termly basis. The analysis is shared with teachers and SLT and is used to inform the curriculum lead’s action plan and subsequent subject developments and monitoring.

Beginning to learn Islam: what can we learn from stories of the prophet?			
1 Give examples of how stories about the Prophet show what Muslims believe ab...	2 Give examples of how Muslims use stories about the Prophet to guide their b...	3 Give examples of how Muslims put their beliefs about prayer and about Allah...	
Bulk Assessment More	Bulk Assessment More	Bulk Assessment More	
✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	
✓ ✓ ✓ 3	✓ ✓ ✓	✓ 2 3	
✓ ✓ ✓ 3	✓ ✓ ✓ 3	✓ ✓ ✓ 3	
✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	
✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	
✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	

- The RE lead will review the teaching of RE in the school, ensuring that taught content adheres to the Sandwell syllabus. This will take place once a term.
- The RE lead will analyse the RE learning ladder data and provide individual year groups next steps on how to boost learning and data scores e.g. through targeted knowledge retrievals.
- Any changes to the Sandwell syllabus will be communicated to the headteacher.
- Any changes to this policy will be communicated to all teaching staff.

## Pupil Voice

RE ambassadors are elected yearly by the class teachers through a simple voting process. Initially children who show interest need to give a few simple reasons as to why they want to be an ambassador. Then their peers vote for the person they feel will undertake this role the most effectively. The RE co-ordinator will meet with the ambassadors to explain their roles. During the first meeting they are given a RE/CW Ambassador enamel pin to ensure other children in the classroom know what their role is.

The role includes:

- Reminding teachers to complete Collective Worship using their allocated slot.
- Support with the respectful management of RE resources in the classroom.
- Ensure RE resources are safely put away in the RE boxes.
- Stick pieces of Collective Worship work into the RE collaborative books.

The RE coordinator will meet with the ambassadors often to ensure they are carrying out their tasks appropriately and will at times provide the children with the Collective Worship planning, so they can continue to remind teachers to complete this at an appropriate time.

# Collective Worship

## Statement of intent for Collective Worship

The Religious Education and Collective Worship Policy at Temple Meadow Primary School pays due regard to statutory requirements as outlined in the 1988 Education Act, and has taken account of the guidance offered by the local authority through SACRE (Standing Advisory Councils for Religious Education).

At Temple Meadow Primary school, we see the value in collective worship and adhere to our statutory duty by providing 10 minutes of collective worship every Tuesday and/or Thursday. This time will enable pupils to explore their own beliefs and consider spiritual and moral issues. The act of daily collective worship will be wholly or mainly of a broadly Christian character; however, as we are a non-faith school, other faiths and cultures will be represented. Collective worship provides the opportunity for the school to meet together in a variety of contexts and enables participating pupils and staff to consider events of the world and appreciate the rich tapestry of human experience and existence.

## Definition of Collective Worship

- **“Collective Worship”** is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupil’s spiritual, moral, social and cultural development.
- To **“take part”** in collective worship implies more than a passive attendance, such that it should have the ability to elicit responses from pupils even though they may not feel able to actively identify in the act of worship on a particular occasion.

## Aims of Collective Worship

### *For the School:*

Collective Worship contributes significantly to the ethos of Temple Meadow Primary School and it is our aim that it is a time when the school community can:

- share common aims and values by giving pupils the opportunity to plan, lead or contribute to discussions on key themes and topics, e.g. morality.
- celebrate achievement and special times
- explore together the world in which we live via active involvement or through listening and participating in the worship offered.
- develop a community spirit.
- provide a peaceful environment to enable stillness, prayer and reflection.
- acknowledge diversity and affirm each individual’s life stance, whether religious or not.
- reinforce positive attitudes.

### *For Pupils:*

We also intend that Collective Worship contributes to the development of the pupil as a ‘whole’ person by providing opportunities to:

- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- help pupils to develop an awareness of their community and the spirit of helping others.
- participate and respond

- reflect on what it means to be human.

## ***How Collective Worship fits within the Curriculum***

Collective Worship time is distinct from curriculum time. However, at Temple Meadow Primary School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupil’s spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development, it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to ‘respond’ on their own level.

## ***Management of Collective Worship***

- The RE lead plan the provision of Collective Worship across the school and monitors and evaluates provision.

## ***Organisation of Collective Worship***

- Collective Worship is mapped according to prevalent themes, special occasions and events, but may be amended as and when necessary to allow the inclusion of current and topical school, local and world issues. The overview plan is up dated throughout the year.
- Collective worship will normally take place in the classroom and usually last for approximately 10 minutes. It is recognised that this time will be shortened or lengthened when it is appropriate.
- The school will implement collective worship in line with advice given by the Standing Advisory Council on Religious Education (SACRE).
- Every pupil will participate in the act of collective worship unless they have been withdrawn in line with the “right to withdraw” section of this policy.
- Worship will be of a broadly Christian character; however, there will be influences from other religions found in the local community.
- The RE subject lead is responsible for creating the collective worship overview.

## ***Planning Acts of Collective Worship***

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

## ***The Act of Collective Worship***

- A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship and a variety of resources can be used. Teachers will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.
- The content and process must be sufficiently stimulating in order to evoke a response in the individual. Opportunity must be given to express this response through reflection.
- We consider pupils of different ages and abilities when delivering the collective worship programme.

## Leadership of RE

At Temple Meadow Religious Education is led by **Sadie Barnham**

### *Roles and responsibilities of subject leader*

Fundamentally as subject leader of RE the expectation is that RE as a subject is delivered efficiently, creatively and effectively and that as a school we meet all expectations regarding The Sandwell Agreed Syllabus 2024-29.

The aim is to build a sustainable RE curriculum that ensures year on year it builds on children's prior learning and develops their respect and understanding to enable them to flourish in a diverse society.

### *Action plan and leadership log*

#### *Action Plan*

Subject leads have a live action plan which ensures there is a strategic overview of the subject and that it is clear what elements of the subject are sustaining, developing or being implemented. Action plans capture routine tasks and plan for innovation and development.

The SDP (School Development Plan) has an overview of what the subject action plan is attempting to achieve along with expected costs to support strategic planning and priorities whole school.

### *Reporting to governors*

The R.E. sway is a celebration of R.E. at Temple Meadow and provides evidence of how we ensure that our children have a rich experience of R.E.

### *Monitoring expectations*

RE is monitored every term e.g. Aut 2 wk 3, Spr 2 wk 3, Sum 2 wk 3. There is a focus on lesson planning and outcomes for each monitoring cycle. Monitoring is shared with all teachers and SLT with WWW (What Went Well) and EBI (Even Better If). Any EBI's will be monitored again by the subject lead to ensure they have been acted on.

### *Leadership portfolio*

Any portfolio needs to be mindful of well-being and therefore a portfolio is likely to be an aide memoire pointing to exactly where evidence or examples can be found. Invariably you need an appropriate aide memoire suitable for a variety of audiences: talking to Headteacher, to SLT; to support Governor visits or governor meetings; to support 'Deep Dives' with SIA and / or OFSTED.

### *Wellbeing*

Subject leaders can bid for release time to develop their subject. Bid slots always need to be clear aspects of Action Plan that you aim to tackle. All subject leaders can ask the Headteacher for support with developing their subject and for support with any leadership aspect that might be needed.

At Temple Meadow we are aiming for subjects to sustain and improve over time therefore we believe this will be supportive of well-being over time.

## **Policies and web site**

All subject leaders need to ensure:

- That their curriculum Teaching & Learning Policy is full live and go to document regarding leading their subject and supporting teaching and learning in their subject.
- Web site content linked to their subject is accurate.

## **Induction**

Subject leaders are responsible for inducting staff new to Temple Meadow and staff moving year groups. Induction should be proactive, planning to meet needs rather than addressing unmet needs. In other words proactive induction should support positive monitoring rather than monitoring highlighting lack of induction.

Important that attention given to staff delivering cover for example HLTAs.

## **CPD**

Subject leaders deliver CPD via staff meetings, inset day content and by drop in sessions as required by the teaching team. All CPD materials are located within the subject folder on S drive.