
Temple Meadow Primary School



Religious Education and Collective Worship Policy

Policy Ownership: R.E. Lead

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Statement of intent for Religious Education

At Temple Meadow Primary School, we recognise Religious Education (R.E.) as an important part of a broad and balanced curriculum. R.E. provides opportunities for pupils to develop their knowledge and understanding of religious and non-religious worldviews, explore different beliefs and practices, and reflect on their own ideas, values and experiences.

Our Religious Education curriculum follows the Sandwell Agreed Syllabus for Religious Education and has due regard to the relevant statutory requirements. Through R.E., we aim to support pupils' spiritual, moral, social and cultural development while encouraging curiosity, respect and understanding of the diverse beliefs and communities represented within Britain and the wider world.

R.E. is taught as a discrete subject within the school curriculum. Our long-term plan and curriculum map identify the units and key knowledge to be taught within each year group, ensuring that learning is carefully sequenced and builds progressively over time. The curriculum provides pupils with opportunities to develop a broad and balanced understanding of a range of religious and non-religious worldviews.

In line with the Sandwell Agreed Syllabus, our R.E. curriculum develops pupils' understanding through three key elements:

Make sense of belief – pupils identify and understand religious and non-religious beliefs, concepts and sources of authority.

Understand the impact – pupils explore how beliefs influence individuals, communities and ways of life.

Make connections – pupils make links between beliefs, practices and their own experiences, considering their significance in the world today.

R.E. also complements Collective Worship and our wider Temple Meadow values. Together, these provide opportunities for pupils to reflect on important questions, develop respect for others and contribute positively to our school and wider community.

Policy Aims

Our policy aims to ensure that:

- All pupils receive a high-quality, broad and balanced R.E. curriculum that meets the requirements of the Sandwell Agreed Syllabus.
- Pupils develop secure knowledge and understanding of a range of religious and non-religious worldviews.
- Pupils explore beliefs, practices and sources of authority and consider how these influence the lives of individuals and communities.
- Pupils are encouraged to ask thoughtful questions, express their own ideas and make meaningful connections between different beliefs, worldviews and experiences.
- Pupils develop respect and understanding for people with different beliefs and worldviews, preparing them to live positively within a diverse society.
- Learning is carefully sequenced so that pupils build upon prior knowledge and develop increasingly secure understanding as they progress through the school.
- Staff understand the expectations for the planning, teaching and assessment of R.E. and are supported to deliver the curriculum effectively.
- R.E. contributes meaningfully to pupils' spiritual, moral, social and cultural development and complements the school's approach to Collective Worship and its wider values.

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
- The locally agreed Sandwell Agreed Syllabus for Religious Education

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 R.E. or Collective Worship

Parents have the right to withdraw their child from R.E. 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.

Roles and responsibilities

The R.E. lead is responsible for:

- Leading the development and implementation of Religious Education across the school in line with the Sandwell Agreed Syllabus.
- Maintaining and reviewing the R.E. policy, long-term curriculum plan and supporting curriculum documentation.
- Keeping up to date with developments in R.E., including changes to the Sandwell Agreed Syllabus, and communicating relevant updates to staff.
- Monitoring the quality of teaching and learning in R.E. across the school and identifying strengths and areas for further development.
- Ensuring that the R.E. curriculum is appropriately sequenced and provides clear progression in pupils' knowledge and understanding across year groups.
- Supporting staff with planning, teaching and assessment and helping to develop their subject knowledge and confidence in teaching R.E.
- Ensuring that pupils have access to high-quality learning experiences that enable them to make sense of beliefs, understand their impact and make connections.
- Monitoring pupils' work and outcomes to evaluate the effectiveness of the R.E. curriculum.
- Managing, reviewing and auditing R.E. resources to ensure that appropriate and high-quality materials are available to support teaching and learning.
- Promoting the importance of R.E. across the school and supporting opportunities that enrich pupils' understanding of religious and non-religious worldviews.

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

- Following this policy and delivering R.E. in accordance with the Sandwell Agreed Syllabus and the school's R.E. curriculum.
- Planning and delivering high-quality R.E. lessons that build upon pupils' prior knowledge and provide appropriate progression.
- Ensuring pupils develop their knowledge and understanding through opportunities to make sense of beliefs, understand the impact and make connections.
- Adapting teaching appropriately to ensure that all pupils, including those with SEND, can access and engage with the R.E. curriculum.
- Assessing and monitoring pupils' knowledge and understanding in R.E. and using this information to inform future teaching.
- Liaising with the R.E. Subject Lead where additional guidance, resources or support are required.
- Reporting any concerns relating to the teaching, learning or provision of R.E. to the RE Subject Lead.
- Engaging with relevant professional development and guidance to maintain and develop their subject knowledge and confidence in teaching R.E.

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

- Working with the R.E. Subject Lead and teaching staff to support appropriate access to the R.E. curriculum for pupils with SEND.
- Providing advice and guidance, where required, to support reasonable adaptations to teaching and learning so that pupils with SEND can participate meaningfully in R.E.

Curriculum

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, children begin to develop the knowledge, skills and attitudes that provide a foundation for Religious Education. Learning is closely linked to the EYFS area of Understanding the World, particularly People, Culture and Communities.

Children are provided with opportunities to:

- explore different religions, beliefs, cultures, traditions and celebrations;
- recognise that people and families may have different beliefs, traditions and ways of celebrating;
- learn about special places and begin to understand why some places are important to different people and communities;
- recognise similarities and differences between different religious and cultural communities;
- encounter religious and cultural traditions through stories, books, discussions, celebrations and first-hand experiences;
- develop appropriate vocabulary to talk about beliefs, celebrations, traditions, people and places;
- talk about their own experiences and make connections with the experiences of others;
- develop curiosity, respect and an appreciation of the diverse world around them.

Teaching in EYFS is age appropriate and provides meaningful opportunities for children to explore and discuss different beliefs, cultures and communities. These early experiences provide a foundation for the more structured R.E. curriculum pupils encounter as they progress through the school.

Curriculum Y1-Y6

At Temple Meadow Primary School, we aim to provide all pupils with a high-quality, coherent and progressive R.E. curriculum. Teaching builds pupils' knowledge and understanding over time and enables them to explore religious and non-religious worldviews in a respectful and meaningful way.

R.E. is taught as a dedicated subject, with meaningful links made to other curriculum areas where appropriate, including RSHE, Collective Worship, History, Geography and English.

We enrich pupils' learning through opportunities to visit places of worship and engage with different religious and belief communities, helping pupils connect classroom learning with lived experiences.

We promote high-quality teaching and learning in R.E. by:

- exploring important questions about beliefs, values and the wider world;
- using high-quality resources, including religious texts, stories, artefacts and images;
- engaging with religious and belief communities where appropriate;
- providing visits to places of worship and other learning beyond the classroom;
- recognising significant religious and cultural occasions through learning and whole-school experiences;
- encouraging pupils to ask questions, consider different viewpoints and explain their ideas;
- providing opportunities for respectful discussion, reflection and dialogue.

R.E. Curriculum Map

Our R.E. curriculum map clearly outlines the learning and progression across each year group. The full curriculum map is available in the R.E. Curriculum Folder, with an overview 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 Sikh: 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 Sikh: Part B. The Gurdwara – a place to belong. The Langar. <u>Visit to the Gurdwara</u>	Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)	Beginning to learn Islam: What can we learn from Muslims in Sandwell?	Why does Easter matter to Christians?	How and why are some books holy? Sacred words for Sikhs, Muslims and Christians.	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. <u>Visit to the Mosque</u>	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 <u>Visit to the Church</u>	Can religions help people when times get hard? (Christian, Hindu, non-religious)	What do Christians believe Jesus did to save human beings?	Hindu, Christians 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?

Christianity

Sikhism

Islam

Hinduism

Judaism

Mixture of religions

Planning

- R.E. is timetabled and taught once a week across the school, ensuring regular and consistent curriculum coverage.
- The R.E. Subject Lead produces and reviews the long-term plan, which sets out the units and learning to be taught in each year group in line with the Sandwell Agreed Syllabus.
- Each lesson is planned as a learning episode that contributes towards answering the wider enquiry question and building pupils' knowledge and understanding.
- Each lesson identifies key vocabulary that pupils are expected to encounter, understand and use appropriately.
- Pupils complete their learning in R.E. work booklets, providing a clear record of learning throughout each unit.
- Teachers use appropriate religious texts, artefacts, images, stories and other resources where relevant to enrich learning and support pupils' understanding.
- R.E. is an inclusive subject and all pupils are given equal opportunities to access and participate in the curriculum.
- Teachers ensure that adaptations support access to the same key learning and do not unnecessarily reduce expectations for individual pupils.
- Resources and teaching materials are selected carefully to represent religious and non-religious worldviews accurately and respectfully.
- Pupils are encouraged to share their ideas and experiences where they feel comfortable, while recognising that no pupil should be expected to speak on behalf of a particular religion, belief or community.
- Teachers create a respectful classroom environment where different beliefs, cultures, backgrounds and viewpoints are valued and discussed sensitively.

Assessment, monitoring and review

Assessment and reporting

Assessment in R.E. is used to identify pupils' understanding, inform future teaching and monitor progress across the curriculum.

- Formative assessment takes place throughout each lesson. Teachers use questioning, discussion, observation and pupils' recorded work to identify what pupils know and understand and to address misconceptions.
- Teachers assess pupils' developing knowledge and understanding against the intended outcomes of each learning episode and unit.
- Assessment is recorded on Bromcom against the three key elements of the Sandwell Agreed Syllabus:
 - Make sense of belief
 - Understand the impact
 - Make connections
- Assessment information is available to subsequent teachers to support continuity and progression as pupils move through the school.
- Parents and carers receive information about their child's achievement and progress in R.E. as part of the school's annual written report.

Collective Worship

Statement of intent for Collective Worship

The Religious Education and Collective Worship Policy at Temple Meadow Primary School has due regard to statutory requirements and guidance provided through SACRE (Standing Advisory Council on Religious Education).

At Temple Meadow Primary School, we recognise the value of Collective Worship in supporting pupils' spiritual, moral, social and cultural development. Dedicated Collective Worship takes place for approximately 10 minutes on chosen days throughout the school week, alongside other opportunities for collective reflection.

Collective Worship reflects the broadly Christian traditions of Great Britain, while also recognising other faiths, beliefs and cultures, reflecting our position as a non-faith school. It provides opportunities for pupils and staff to come together, reflect on beliefs and values, consider important events in the wider world and develop respect and understanding for the experiences and beliefs of others.

Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school, come together to reflect on shared values, beliefs, important issues and experiences. It provides opportunities to support pupils' spiritual, moral, social and cultural development.

Taking part in Collective Worship does not require every pupil to participate in the same way. Pupils are encouraged to listen, reflect and respond in ways that are appropriate to their own beliefs and experiences.

Aims of Collective Worship

- share and reflect on common values and important themes;
- consider spiritual and moral questions and explore beliefs;
- celebrate achievements, special occasions and significant events;
- develop a strong sense of community and belonging;
- provide opportunities for stillness, reflection and prayer, where appropriate;
- recognise and respect religious and non-religious beliefs and the diversity within our community;
- encourage positive attitudes, kindness and respect for others;
- develop pupils' awareness of the wider world and their role within their community;
- provide opportunities for pupils to participate, contribute and reflect during Collective Worship.

How Collective Worship fits within the Curriculum

Collective Worship is distinct from curriculum teaching, but may make meaningful links to learning taking place across the school. It can provide opportunities for pupils to revisit themes from different perspectives and make connections with R.E., RSHE, school values and wider curriculum learning.

Collective Worship also supports pupils' spiritual, moral, social and cultural development through a range of themes, stories, events and opportunities for reflection. Pupils are encouraged to listen, participate and respond at an appropriate level, while respecting the beliefs and views of others.

Collective Worship is distinct from curriculum teaching, but may make meaningful links to learning taking place across the school. It can provide opportunities for pupils to revisit themes from different perspectives and make connections with R.E., RSHE, school values and wider curriculum learning.

Collective Worship also supports pupils' spiritual, moral, social and cultural development through a range of themes, stories, events and opportunities for reflection. Pupils are encouraged to listen, participate and respond at an appropriate level, while respecting the beliefs and views of others.

Collective Worship is distinct from curriculum teaching, but may make meaningful links to learning taking place across the school. It can provide opportunities for pupils to revisit themes from different perspectives and make connections with R.E., RSHE, school values and wider curriculum learning.

Management of Collective Worship

The R.E. lead plans the provision of Collective Worship across the school and monitors and evaluates provision.

The R.E. Subject Lead is responsible for creating and reviewing the Collective Worship overview and supporting its implementation across the school.

Organisation of Collective Worship

Collective Worship is planned around key themes, school values, significant occasions and religious or cultural events. Plans may be adapted throughout the year to reflect relevant school, local or world events.

Collective Worship may take place in classrooms or as a larger group and will usually last approximately 10 minutes, with flexibility where appropriate.

Collective Worship is planned in line with relevant statutory requirements and SACRE guidance.

All pupils take part in Collective Worship unless they have been withdrawn in accordance with the right to withdraw outlined in this policy.

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

Collective Worship uses a range of engaging and age-appropriate approaches and resources, selected to suit the theme and the needs of pupils.

Pupils are provided with opportunities to listen, participate, reflect and respond to the themes explored.

Collective Worship is inclusive and accessible, taking account of pupils' different ages, abilities, backgrounds and beliefs.

Opportunities for quiet reflection are provided, allowing pupils to consider their own thoughts, values and experiences.