

Beormund School

RE Policy

Religion is one of the most powerful factors in the world in influencing the behaviour of people and their leaders and has been since the earliest times. By law, Religious Education must be taught to all registered pupils in maintained schools except those withdrawn by their parents.

Schools are required to promote the spiritual and moral development of pupils and to support them as they become adult members of society. To this end, pupils should have an awareness of and a respect for the diversity of religions in their community as well as an understanding of the universal themes that are common to all faiths. It is not the place of schools to nurture pupils into a particular religious standpoint, or belief system. The task of nurturing a particular faith is that of the home and/or the faith community.

RE "Promotes the spiritual, moral, cultural, mental and physical development of our pupils at the school and of society; and prepares such for the opportunities, responsibilities and experiences of adult life." (Education Reform Act. 1988 1.2)

RE promotes all The Fundamental British Values - democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

We plan our religious education curriculum in accordance with Southwark Agreed Syllabus. Where possible, we link RE to the school's creative curriculum.

Aims and Objectives

The objectives of teaching religious education in our school are to help children:

- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs;
- acquire and develop knowledge and understanding of Christianity and other principal religions and non-religious world views represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teaching of the principal religions and beliefs represented in Great Britain;
- enhance their spiritual, moral, cultural and social development.

Equal Opportunities and learning

RE plays a crucial role in fostering a positive self-image. We will provide opportunities for all children to recognise and challenge forms of bias such as stereotyping, which attempt to devalue particular religious groups or beliefs.

Our teaching and learning styles in RE enable all children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship, and talk to different faiths leaders. We also use resources from the internet such as Expresso to enhance learning.

Assessment for Learning

Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from The Bible, whilst older pupils might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers assess children's work in religious education by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress.

Collective Worship

Collective worship plays an important part in the spiritual, moral, social and cultural development of children. We recognise that Collective Worship is not the same as Religious Education, but rather a means whereby the school community come together in order to celebrate and reflect upon those values that it considers important to promote. This occurs every day at Beormund as part of our assembly - four times per week in the assembly room and once in class during which time staff may use the Personal, Social, Health Education (PSHE) curriculum; Social, Moral, Spiritual and Cultural Development (SMSC) materials or promote The Fundamental British Values.

Positive Purposes/Aim for Collective Worship

The guidance on collective worship produced for schools by Southwark Standing Advisory Council on Religious Education (SACRE) states that 'there are many good reasons for wanting to provide collective worship apart from ensuring that the law is met. Collective worship can add value to the education process.

It provides an opportunity to:

- encourage pupils to develop an awareness of the universal moral principles of right and wrong, justice and fairness and a proper concern for the fate of others and the world;
- affirm and celebrate the values and ethos of the school;
- add to the pupil's development an awareness of, and a sense of belonging to, the many different dimensions of the schools' community;
- experience the sense of gathering for a special purpose;
- share an experience which promotes thought and reflection;
- promotes pupils' spiritual, moral, social and cultural development;
- consider and reflect upon a variety of situations and issues and make a personal response and
- reflect quietly and make an internal response in the light of personal beliefs and background: this may include worship of God within each participant's own faith understanding or belief.

The Law on Collective Worship

The delivery of collective worship is guided by the law which states that:

- collective worship must be provided daily (separate arrangements may be made for nurseries and special schools)
- collective worship may take place at any time of the school day
- schools may decide on the age/grouping of pupils and these may vary from day to day
- the time decided for the delivery of collective worship may vary for different groups from day to day
- generally collective worship should take place on school premises
- The content of the majority of acts of collective worship in a term should be "wholly or mainly of a broadly Christian character, reflecting the broad traditions of the Christian belief."

- The content should have regard for the family backgrounds, ages and aptitudes of pupils
- Parents may withdraw their children from collective worship
- Teachers may withdraw from collective worship
- In a community school the responsibility for managing the provision for collective worship is with the head teacher after consultation with the governing body and
- Every maintained school is required under the Education (School Information) Regulations 1996 to include in its annual prospectus information about the collective worship provided by the school and how parents may withdraw their children from it.

Where children are withdrawn from collective worship at their parents' request, we will ensure adequate supervision and if possible, provide some other 'reflection' time for them.

This Religious Education and Collective Worship Policy was implemented in 2004

It was reviewed in June 2006, Oct 2008, 2010

It was reviewed in September 2012

It was reviewed in October 2014.

It was reviewed in April 2018.