

BROOMFIELDS JUNIOR SCHOOL



RE & Collective Worship Policy

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4		

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RELIGIOUS EDUCATION POLICY

The Public Duty of the Equality Act 2010 Protected characteristics in the act include sex, sexual orientation and gender reassignment. Schools have due regard to:

- (a) "eliminate discrimination, harassment, victimisation"
- (b) "advance equality of opportunity"
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"

This includes tackling prejudice and promoting understanding.

Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Broomfields Junior. We deliver religious education in line with the Locally Agreed Syllabus. As of February 2024, the school will follow the Jigsaw Scheme of work.

The scheme takes a four step enquiry method

The **Key Question** for each **Enquiry** is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.

Jigsaw RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development and uses the following 4-step model.

- Step 1 – Engagement: questioning around experiences.
- Step 2 – Investigation: teacher led enquiry to gain knowledge.
- Step 3 – Evaluation: drawing together of learning and conclusions.
- Step 4 – Expression: reflection of their own experience and how they have been influenced with their learning.

What is R.E?

RE promotes the spiritual, moral, mental and physical development of pupils at the school and of society and prepared such pupils for the opportunities, responsibilities and experiences of adult life.

Intent

At Broomfields Junior School, we aim to ensure that pupils leave our school with respect, empathy and tolerance for people of all faiths, cultures and beliefs. In Religious Education sessions, children learn about the diverse society that they live in and develop their own personal beliefs and values. We aim to deliver an enriched curriculum which will offer children of all abilities the opportunities to enquire and investigate the key beliefs and teachings of world religions. We intend our children to develop the skills of interpretation, analysis and explanation and to be able to communicate their knowledge and understanding using specialist vocabulary. We intend to develop in our children a deep understanding to enable them to understand ultimate questions and ethical issues that apply to their own lives. We promote equality and empower pupils with the opportunity to challenge discrimination and stereotyping.

Implementation

In order to deliver the aims and expected standards of the syllabus, R.E. should have the minimum allocation of 5% of curriculum time. This is approximately one hour per week, however teachers have the flexibility to use their professional judgement to decide how and when they allocate the minimum curriculum time.

We plan our Religious Education curriculum in accordance with Jigsaw Syllabus. We also use progression documents from the scheme to build on prior learning and we offer opportunities for children of all abilities to develop their skills and knowledge in each unit. There is progression planned into the scheme of work which offers an increasing challenge as they move through the school.

Learning about Religion includes enquiry into and investigation of the nature of religion; its key beliefs and teachings; practices; their impact on the lives of believers and communities; and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Continuity and Progression

Each year group will learn about Christianity for 50% of the curriculum time. During the rest of the year they will focus on additional religions, that reflect the schools' context. See our curriculum map for more detail of curriculum content.

In each unit of work, there is an enquiry-based approach, learning from religions and human beliefs, reflecting and considering. By focusing on asking questions, it will help to develop the children to develop a deeper understanding into religions and beliefs, offering a broad and appropriate curriculum.

In Key Stage 2 – Christianity and at least two other religions will be taught representing the faiths of Warrington and the wider world.

Impact

On-going formative assessments take place throughout the year and teachers use this information to inform next steps in future lessons; ensuring pupils are appropriately supported and challenged. Progress and attainment are checked against the National Curriculum expectations of attainment for Religious Education as well as through the use of the Jigsaw RE Scheme. Teachers also use the progression documents (taken from Jigsaw RE Scheme) for RE to ensure progress is being achieved. Further information is gathered on the impact of the RE curriculum through the RE Coordinator and SLT carrying out pupil voice; work scrutiny; and lesson observations which highlight strengths and achievement and any improvements in knowledge and skills that still need to be embedded.

Equal Opportunities

As a school we are committed to ensuring that all pupils have equal access and opportunities in RE, regardless of race, gender or disability.

Withdrawal from RE lessons

Parents/ carers have the right to withdraw their children from all or part of the Religious Education curriculum. Those parents / carers wishing to exercise this right are invited in to see the headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this if they wish. The school may also wish to review such a request each year in discussion with the parents. The use of the right to withdraw should be at the instigation of the parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need to be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated into the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed.

British Values

R.E. lessons at Broomfields reinforce messages of tolerance and respect for others. This is done by learning about faiths and beliefs other than one's own and celebrating different faiths and cultures in R.E. in the calendar. At

Broomfields we offer the children a variety of SMSC events which will actively promote diversity and the British values of tolerance, mutual respect between those of different faiths and beliefs, democracy, the rule of law and individual liberty.

The prevention of religious extremism

The Jigsaw RE Scheme aims to encourage pupils to explore their own beliefs (whether they are religious or non-religious).

It also offers children the opportunity to examine issues of religious belief and faith and to express their responses. Through a broad, balanced approach and the coverage of several world faiths, the curriculum also helps to build resilience to anti-democratic or extremist narratives.

Should the school become concerned over indoctrination, radicalisation or extremism from any member of staff, visitor or family member we would take action. The PREVENT officer within Warrington Local Authority would be contacted and consulted as a result of any concerns raised. Should there be any concerns about a member of the SLT the Chair of Governors should be contacted and would also then contact the local authority.

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COLLECTIVE WORSHIP POLICY (Schools without a religious character)

It is a legal requirement that all registered school age pupils take part in a collective act of worship each day. These acts of worship must be "wholly or mainly of a broadly Christian Character" for the majority of the time. They must also be "appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils". The school must provide an act of collective worship for all children every day. The act of collective worship can take place at any time of the school day and in any regular school grouping e.g. whole school, key stage or class unit.

Definition of Collective worship

A school community is not a worshipping community and the law recognises this by requiring "collective" not "corporate" worship. Broadly, worship in school is more appropriately referred to as worth-ship. 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 pupils' spiritual, moral, social and cultural development.

Aims of Collective Worship

Collective worship is an important part of school life, its aims are to:

- Come together as a large group to think about the needs of others and to develop respect for the views and ideas of others.
- Develop an understanding of aspects of religious and spiritual beliefs.
- Explore and share beliefs, consider the importance of prayer, meditation and silence.
- Develop a sense of awe and wonder for the world in which they live
- Develop a community spirit, a common ethos and shared values
- Develop an understanding of moral, social and cultural issues and diversity
- Celebrate each other's achievements.
- Mark and celebrate special occasions.

Become increasingly aware of themselves as individuals and groups within the school and wider community Broomfields Junior School seeks to provide a broad and balance education for all children by meeting their academic, social, moral and spiritual needs within a caring, positive and stimulating environment. We aim to have a positive ethos where there is a mutual respect between pupils, staff, and visitors to the school. People are valued and encouraged to have high self-esteem.

Organisation of Collective Worship

The timing and organisation of collective worship is flexible, and can include the whole school together in one place, or in classes. Throughout KS2 a variety of daily assemblies take place, including teacher or Headteacher led whole school assemblies, singing assemblies, and celebration assemblies. Achievements in and out of school and good learning behaviours are all celebrated. These whole school assemblies may sometimes include visitors from our wider school community, for example Vicar Michael to share Bible stories. The children gather together for whole school assemblies three times a week, and have class collective worship on the remaining days.

Withdrawal from Collective Worship

All children have equal opportunity to take part in Collective Worship and to benefit from the experience. However, parents may, without prejudice, withdraw their child from acts of Collective Worship, if they feel that the act of worship is wholly or partly inappropriate. Any such requests should be made in writing to the Headteacher. The school has a system of suitable supervision for students withdrawn from Acts of Collective Worship. However, no additional work is set or followed in this time.

Monitoring, Evaluation and Review

The policy will be implemented throughout the school. The school will review this policy annually and assess its implementation and effectiveness. The policy will be effective if all pupils participate in daily collective worship, if all children are afforded a range of experiences which allow them to explore and share beliefs and values and every assembly involves an opportunity for prayer or reflection.