

***Sonning Common
Primary School***

**POLICY
STATEMENT
FOR
RELIGIOUS
EDUCATION AND
COLLECTIVE**

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP POLICY

Aims of Religious Education

- Children will acquire and develop knowledge and understanding of Christianity and other important world religions.
- To know about and have some understanding of religious beliefs, practices, values and traditions.
- Develop the ability to make reasoned and informed judgements in discussion about religious issues

The role of the school in religious education

Religious Education encourages a reflective approach to living, a knowledge and understanding of religious beliefs and practices, and a development of personal skills in forming reasoned opinions, based on discussion and reflection.

Religious Education seeks to develop an awareness of the variety of human responses to life's key experiences which is distinct from the role of the 'faith communities' in nurturing pupils in a religion. The role of the school is to teach pupils to reflect on religion in its many forms in the world.

The school has adopted an approach which is, in essence, Christian but promotes a tolerant understanding of and a respect for religious beliefs and the various philosophies of life in our multicultural society. There will be no attempt to alter a child's belief or to convert pupils to a particular religion.

Religious Education forms a distinctive element in the curriculum which is integral to the task of fostering the total development of the child. It is also part of programmes of study in many curriculum areas and provides pupils with an awareness of the basis on which much of our culture has developed.

Planning religious education

When planning the term's religious study programme staff will recognise that

religious education has two distinct dimensions, the implicit and the explicit. Implicit religious education is concerned with such areas as personal feelings, experiences and relationships, questions and responses to life and the natural world and the understanding how religion contributes to all of these.

Explicit religious education deals with aspects of specific religions, for example writings, festivals, buildings, beliefs and symbols.

Time allocated to religious education will be the equivalent of $\frac{3}{4}$ hour a week. There will be times, however, when the staff may wish to use a modular plan in which case some topics will be delivered in a more intensive way.

Visiting speakers will be invited into assemblies and classes to help with these aspects. On occasions visits to churches, synagogues and temples may be arranged.

Key Stages 1 and 2.

The staff have, with the agreement of the governing body, chosen Christianity, Judaism and Islam as the three religions in the programmes of study.

Religious education will be taught through topics and at times as a separate subject depending on the class teachers' termly study programme.

Some religious education will precede collective worship in assemblies.

Attainment Targets for Religious Education.

1. Knowledge and understanding of religious belief and practice
2. Understanding the influence and impact of religion on people's lives
3. Evaluation of the issues from the study of religion

Recording Achievement.

The staff will follow the programme of study for religious education with all children. Occasionally aspects of children's work in religious education will be recorded either because they have made an outstanding contribution or because

they required special support.

Evidence will be collected by:

- observing children at work individually or in groups
- questioning, talking and listening to pupils
- assessing work produced by children.

The above evidence will be referred to in the formal annual written report.

Special Educational Needs and Equal Opportunities.

Children with learning and behavioural difficulties will join in all class and whole school religious education sessions. The school has invested in a wide range of books and other resources which may be used to help children with learning difficulties.

COLLECTIVE WORSHIP

The governing body agrees with the D.f.E.E. circular 1/94 para 50 which states "Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered, and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes."

All registered pupils attending the school will take part in a daily act of collective worship.

Withdrawal from collective worship

Staff have the right to withdraw from collective worship and religious education checking first that pupils are left properly supervised.

Parents may request that their children are withdrawn from collective worship and the school continues to be responsible for the supervision of the child or children. Parents who wish their children to be withdrawn must provide written notification

to this effect.

At Sonning Common County Primary School collective worship takes place as follows:

New Hall	-	Monday	-	whole school assembly.
New Hall	-	Tuesday	-	whole school assembly (not all staff are expected to attend).
New/Old Hall	-	Wednesday	-	infant dept assembly/junior dept assembly.
Classrooms	-	Thursday	-	class assemblies.
New Hall	-	Friday	-	whole school assembly.

At the beginning of every term the headteacher will produce a programme of assemblies for the whole term. These will be based on a weekly theme which departments may wish to expand upon in their own assemblies.

Assemblies on Fridays may be devised and presented by individual classes or year groups throughout the term.

All assemblies will at some point involve children in a collective act of worship, be it in the hall or in class. This may take the form of a song or prayer (reflective thought).

Spiritual, Moral, Social and Cultural education will often be part of R.E. lessons and assemblies.

The character and appropriateness of collective worship:

The Education Reform Act 1988 and the Education Act 1993 state that collective worship is to be "wholly or mainly of a broadly Christian character" reflecting the broad traditions of Christian belief but should not be distinctive of any particular Christian denomination.

The majority of acts of worship over a term will be wholly or mainly of a broadly Christian character, but may not contain only Christian material.

RE Resources

There are three blue resource boxes, one in each department of the school. These are supplementary to any resources in the infant and junior libraries.

Infant Resource Box

High Days and Holidays

Religious Education and Life Scheme - Infant Teacher's Handbook

Infant Teacher's Assembly Book

A Tapestry of Tales

Beggars, Beasts and Easter Fire

Bright Ideas Festivals

Bridges to Religions Scheme Teacher's Resource Book. Books to accompany this are in the Infant Library.

Natasha's Dare

Tales from the Ark

Maximus Mouse

Maximus Rides Again

The Lost Donkey

Stowaway Adventure

Brown Ears at Sea

Brown Ears

Anna Magdalena

Caspar and the Star

Cattern Cakes and Lace

Maggie Magpie

Miles and the Computer

Miles and the Screwdriver

Fisherman

Let's Celebrate

In the Den of the lions

Who is my Neighbour ?

When Jesus was a Boy

St Francis of Assisi

The Wonderful Guest

Nick Butterworth and Mick Inkpen:-

The Lost Sheep

The Two Sons

The Precious Pearl

The House on the Rock

Little Fish Books:-

Jesus Loves

Dorcas

Ruth

John the Baptist

Paul

Peter

Jesus is Born

Jesus and the

Abraham

Hannah

St Patrick
St Colomba

St David
St George
St Nicholas
The Son who Came Home
St Christopher
Assembly Topics for 5-8's
Moses on the Mountain
A Story at Id
The Buddha and the Bodhi Tree
The Story of Prahlad
The Birth of Jesus
Stories Jesus told
People Jesus met
The Birth of the Buddah
Guru Nanak
The Story of Easter
The Birth of Krishna
The Jews Leave Egypt
Sunshine Religious Stories Teacher's Guide
Bible Activities 5-7
The Baby born in the Stable
The Most Wonderful King
The Little Sleeping Beauty
Will my Rabbit go to Heaven ?
The Little Boat that almost Sank
The Pearl that changed a Life
The Great Escape
The Secret Journey
Festival
The Loaf of Bread
I am a Rastafarian
The Ten Silver Coins
Bright Ideas Assembly
Get Set Go - Autumn Festivals
Come inside the Church (six religions)
South North East and West

Video - Looking at Faith Programme one

Cassette - Stories from the Childrens Bible

Lower Junior Resource Box

The Little Lord Jesus
The Story of Jesus - Poster Set
Beggars Beasts and Easter Fire
Two Stories Jesus told
Runaway in the Den
Hinduism
Book of Prayers
Jesus calls his Disciples
Jesus Said
About God
Tales from the Ark
Judaism
Saul and the Donkeys
The Buddha and the Elephant
The Mouse and the Doves
The Buddha's Birthday
An egg for Babcha
Lucy's Sunday
The Seventh day is Shabbat
High Days and Holidays
Simeon's Secret
A Tapestry of Tales
Caspar and the Star
Christianity

Dates and Meanings of Religious and other Festivals

Religion Education and Life - Teacher's Handbook
Junior Assembly Book

My Religion Picture Pack

Upper Junior Resource Box

Bridges to religions - Something to share

An Egg for Babcha

The Seventh day is Shabbat

Lucy's Sunday

The Buddha's Birthday

Religion Education and Life - Teacher's Handbook

Junior Assembly Book

A Gift to the Child - Teacher's Handbook

The Angel's Book

Sabjit's Book

The story of God's Words to Mohammed

The Story of Bilal

Yaseen's Book

A Story of Ganesha

Kedar's Book

Natalie's Book

The Story of Bernadette

Nick and co. on Holiday

Aideen's Book

Nick and co. in a Fix

The Story of Jonah

Nick and co. to the Rescue

Rebecca's Book

Nick and co. Clean up

St Francis the Birds and the Wolf

The Young Puffin Book of Bible Stories

Heroes of the Faith - Mother Teresa

Discovering Religions - Judaism

Nanak the Cattle and the Cobra

The Cat and the Dog

Exploring Judaism

Exploring Islam

Islam - a pictorial guide

Discovering Religions - Christianity

Primary R. E. Alive

Sing it, say it, anyone can play it - Festivals (book and tape)

There are some artefacts in school, mostly connected with Islam and Chinese New Year. there is also a set of photographic reproductions depicting different faiths. They are in the infant resource cupboard.

