



Religious Education and Collective Worship Policy

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An academy within:



“Learning together, to be the best we can be”



1. Introduction

- 1.1. R.E. at North Ridge Community School is delivered within the curriculum area named 'LIFE' alongside SMSC (Spiritual, Moral, Social, and Cultural education) including promoting British Values, Citizenship and History. However, the R.E. curriculum and our approach to delivering it, has been developed with the pupils of North Ridge in mind and has a specific framework based on the '5 Keys Into RE' by Anne Krisman.
- 1.2. All pupils at North Ridge from Reception to age 18 receive R.E. and have opportunities for daily collective worship unless parents have made the decision to withdraw their child/children. Our curriculum and approach reflect the fact that religious traditions in Great Britain are mainly Christian but take into account the teaching and practices of other religions represented in Great Britain.

2. Intent

- 2.1. At North Ridge Community School we aim to support our pupils as they learn to understand themselves; who they are, where they have come from, and what they think and believe.
- 2.2. Alongside developing an understanding of who they are we look at their place in the world, specifically our country and the responsibilities that we have as members of different communities.
- 2.3. Finally, we consider the fact that we are all different and that there are those around us who may look different, act differently and have different opinions and beliefs. We aim to develop enquiring minds and questioning skills alongside a real respect for the differences between us.
- 2.4. Doncaster SACRE Agreed Syllabus for RE 2018 has been considered when setting objectives and targets in the R.E. curriculum within the LIFE curriculum.
- 2.5. 'This syllabus makes space for pupils to explore their own beliefs, values and traditions, and those of others in engaging ways. [It] ... aims to support children to develop positive attitudes of respect towards people from all religions and worldviews.'



- 2.6. The LIFE / R.E. curriculum importantly considers the pupils that make up our North Ridge Community. Our pupils have a whole range of strengths and needs that are at the heart of how we set out any curriculum area. Consideration of the pupils is even more important when it comes to the implementation of that curriculum.

3. Curriculum Implementation

'In special schools the legal requirement to provide Religious Education is varied by section 71(7) of the School Standards and Framework Act 1998: special schools should provide RE 'so far as is practicable', with all children taking part unless withdrawn by their parents.' – Nexus Multi Academy Trust 'Religious Education and Collective Worship Policy'.

- 3.1. The LIFE curriculum is made up of 3 Transferable Skills based on the subject of History and 3 based on the subject of R.E.:

1. Understanding the past
2. Researching the past
3. Historical people, places and events
4. Understanding other faiths
5. Knowing right from wrong / Respect for rules and the law
6. Respect for others

- 3.2. The first three come from the aims of the History curriculum and the second three come from the R.E. and SMSC curriculum. However, there are links between them all that cover Citizenship. There are also very strong links with Transferable Skills in both the Wellbeing and RHSE curriculums.

Planning

- 3.3. Each Transferable Skill has four steps that cover the range of abilities represented at North Ridge. History Transferable Skills are covered in the first half term and R.E. in the second half.

- 3.4. '**5 Keys Into RE**' by **Anne Krisman** is used as a basis for planning R.E. topics / themes.

- 3.5. The 5 Keys grid takes five Key categories to help the teacher to focus their planning:

1. **Connection** - What links can we make with our pupils' lives?
2. **Knowledge** - What is at the burning core of the faith?

3. **Senses** - What sensory elements are in the religion?
4. **Symbols** - What are the symbols that are the most accessible?
5. **Values** - What are the values in the religion that speak to us?

3.6. An example of a filled grid below:

5 KEYS INTO RE LIGHT: What does Christmas mean to Christians?		
KEY	FOCUS	ACTIVITIES
Connection What links we can make with our pupils' lives?	What happens at Christmas What do they do? Decorations; lights and Star	Pictures of objects associated with Christmas – matching / writing words underneath the pictures or writing captions Activities linked with Christmas – Carol singing, putting a tree up and decorating it, making and sending cards.
Knowledge What is at the burning core of the religion/belief?	Jesus as the Light of the World God sending Jesus to show us how to love and give	Read through nativity story and then sequence it using pictures; caption the pictures
Senses What sensory elements are in the religion/belief?	LIGHT and DARK Experience both and compare feelings Idea that Jesus brings light and love	Experience how it feels in a dark room and then the room of lights Decorate a Christmas tree taking photographs at each stage; the last stage being putting and turning the lights on The lights make it special – put pictures of lights around photographs of each pupil showing how they are made special by Jesus light
Symbols What are the symbols that are the most accessible?	Star, lights, characters from the nativity story	Make a collage from pictures from the nativity, pictures of lights maybe taken in the light room, Christmas trees with lights and stars on them Allow pupils to make their own choices of what to put on their collage and where
Values What are the values in the religion/belief that speak to us?	Love, wonder, excitement and giving to others	Watch a nativity film Experience the light room Receiving gifts from Father Christmas A party celebrating Christmas together

3.7. The child is the center of all planning and so consideration is taken into account of interests and motivators. Cross curricular links are considered to provide reinforcement or application opportunities.

3.8. Stories and concrete resources are used wherever possible especially when planning for more abstract ideas and concepts.

Delivery

3.9. All curriculum areas are delivered in the context of positive relationships and a secure learning environment where sensory resources are available to support readiness to learn.

3.10. The interests of the pupils are important to ensure full engagement in learning opportunities.



- 3.11. Language and communication is carefully considered and support materials provided so that pupils are able to easily access the curriculum and make progress.
- 3.12. It is important that everyone has high expectations of the pupils and so opportunities to extent learning is always planned for.

Collective Worship

- 3.13. Collective worship at North Ridge Community School has been developed through consideration of the following statements:

'Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves. The legislation for collective worship exists to enable pupils, wherever possible, to share a single act of collective worship, while ensuring that worship is appropriate for the pupils taking part. In special schools, this should be fulfilled as far as is reasonably practical and may take the form of 'Candle Time' or form time in classrooms where pupils collectively take time to reflect and review aspects of their learning through the school's SMSC curriculum.' - Nexus Multi Academy Trust 'Religious Education and Collective Worship Policy'.

Guidance for collective worship (2021) – Church of England

- 3.14. Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.'

- 3.15. At North Ridge Community School we offer all pupils reflection time at the end of the school day and take time to "thank", and once a week during our Assemblies, pupils from different phases meet to rejoice in achievements made through that week.

- 3.16. There are times throughout the school year when the whole school will engage in a joint activity e.g. visiting and exploring a room full of lights for Diwali, all having bread and fish in response to the story of the feeding of the 5000. We



join together to celebrate key events in the Christian calendar as well as national days including Diversity Day as well as in Phases relating to the Long-Term Curriculum plans.

- 3.17. There is an emphasis on giving pupils opportunities to make their own responses to different experiences so that they can deepen their own spiritually. The progression of this through the different phases is clearly set out in the Learning Journey Document for LIFE.
- 3.18. The pupils at North Ridge Community School meet in their class group at some point in the school day to focus on appropriate attitudes and values; what it means to be a good person, to be kind, to think of others, to share.

4. Impact

- 4.1. Assessments are made in different ways throughout school depending on the age and ability of the pupils.
 - EYFS observations with photographs
 - Engagement profile observations
 - Progress towards specific targets with photographs
 - Evidence in workbooks
 - Observations of spontaneous responses from pupils that have not been planned for
- 4.2. The school assessment system is SOLAR where evidence is uploaded to show the progress that individual pupils are making in different curriculum areas. History and SMSC are subject areas that are covered on the SOLAR system. R.E. is covered and labelled within SMSC and Citizenship is also covered within the SMSC strand.
- 4.3. The LIFE curriculum alongside the school Behaviour Policy will impact on the choices that students make by reinforcing their sense of right and wrong, helping them to accept the consequences of their actions and recognise how their behaviour affects others. They will also begin to respond to different experiences and understand what is important to them; eventually being able to have an idea of what core beliefs they have.
- 4.4. The biggest impact of a successful LIFE curriculum however, is seen throughout the school community as students grow in confidence developing positive relationships with themselves and each other. They will be accepting of different points of view and know how to ask the right questions to understand why people behave the way they do and believe the things they do.



5. Roles and responsibilities

Trust/Governance

- 6.1. The Trust and/or local governors should ensure that each school is meeting statutory duties in line with this policy and that provision is made for all pupils to engage in Religious Education and Collective Worship.

Headteachers

- 6.2. Headteachers should ensure that there is an appropriate curriculum, including access to Collective Worship, in place for all pupils at the school. They are also responsible for making sure that they publish the required details about the RE curriculum and should also ensure that parents and carers are aware of their right to withdraw their children from Religious Education and Collective worship. Headteachers should ensure that subject leaders have access to high quality CPD to support them in the leadership of their subject across the school and enable them to provide advice and guidance to other members of staff.

Subject Lead

- 6.3. The RE subject lead (or person with responsibility for the oversight of RE) should ensure that the agreed curriculum for RE is consistently delivered and should monitor the quality of the education provided with school leaders. They should offer support for staff delivering RE and Collective Worship and should access and provide CPD where required.

Class teachers

- 6.4. Class teachers are responsible for delivering high quality RE lessons and ensuring that pupils in their class are making progress. Class teachers are often the key people to talk to parents about their children's access to RE and should therefore be well informed about the legal requirements. Class teachers should be able to speak to the subject leader of the Headteacher where they are unsure of the provision made for pupils in their classes.