

Religious Education & Collective Worship Policy



Harper Bell Seventh-day Adventist Primary School

Written by: Head Teacher

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Chair of Governor : Alan Beale

Harper Bell Seventh-day Adventist School

Religious Education and Collective Worship Policy

Context

Harper Bell Seventh-day Adventist School is a small faith based primary school, serving children in the age range of 3-11 years. In our school, religious education is at the heart of the philosophy of Adventist Education. Religious Education is taught from a Seventh-day Adventist perspective, in accordance with the Education Reform Act 1988 and the school's Instrument of Government. We deliver Religious Education (RE) in line with the syllabus agreed by the trustees of the Seventh-day Adventist School/church. We recognise and value the religious backgrounds and non-religious backgrounds of each of our pupils.

Intent.

We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development. At Harper Bell Seventh-day Adventist School, we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.

Legal requirements

RE at Harper Bell Seventh-day Adventist School meets the legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with the agreed syllabus of Seventh-day Adventist School trustees.

We are aware that under the Education Act 1996 we must provide Religious Education for all registered pupils and we acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from Religious Education without providing a reason.

Aims

Our aims of RE are that pupils will:

- a) Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals.
 - gain a knowledge of God's saving love.

- identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews.
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
 - develop respect for different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
- b) Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - express, with increasing discernment, their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
 - appreciate and appraise varied dimensions of religion or a worldview.
- c) Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Implementation

Place in the curriculum

The National Curriculum states the legal requirement, that:

All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their curriculum by subject and academic year online.

(DfE, The National Curriculum in England: Framework Document, July 2013, p.4)

The *Curriculum Framework for RE* (2013) is the latest in a chain of documents to recognise RE as a core subject and it is regarded as such at Harper Bell Seventh-day Adventist School with designated regular RE lessons taught weekly.

We recognise that RE can make a positive contribution to much of pupils' life in school. Hence, we make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE; this we term 'integration of faith in learning'.

The RE syllabus that we follow recommends that RE should be taught for 30 mins in the Early Years Foundation Stage (EYFS), 45 minutes in Key Stage 1 (KS1) and 1 hour in Key Stage 2 (KS2). At **Harper Bell Seventh-day Adventist School** RE is taught for:

- 30 minutes per week in Reception
- 1 hour per week in KS1 & Lower KS2
- 1 hour 30mins per week Upper KS2

Learning and teaching in RE

A wide range of imaginative teaching methods and pupil groupings is used to create effective, engaging RE Lessons. This includes art, music, discussion, drama, artefacts, stories, ICT, pictures and reflection.

We recognise that 'enquiry' can be instrumental to good learning in RE, as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils will be given time to generate pertinent questions, where appropriate, and teachers of RE will ensure that the atmosphere in an RE session is conducive to question raising and reflective thought, whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. **Harper Bell Seventh-day Adventist School** caters for this by having a visit to a place of worship in each year group/key stage and inviting visitors from faith communities into RE lessons.

It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

Through teaching and learning we want our pupils to:

- learn about religious traditions;
- reflect on what the religious ideas and concepts mean to them;
- extend their own sense of values;
- promote their own spiritual growth and development;
- enhance curriculum with visits and visitors.

Religions and worldviews

Harper Bell Seventh-day Adventist School has followed the *recommendations/instructions* of the Governing body, ie, agreed syllabus for RE guidelines and the requirements for RE of the Seventh-day Adventist church. It has selected the following major world religions and worldviews for focused study in each key stage: Christianity, Judaism, Islam, Sikhism, Buddhism, and Hinduism.

Planning

We use the Emmanuel Project syllabus (adapted) combined with elements of the Encounter Adventist Bible Curriculum to form the basis of our schemes of work. In accordance with these syllabi, pupils will study the following questions/units at each key stage:

Phase	Religions/(topics)
Reception	Christianity (Creation, Incarnation, Salvation)
KS1	Christianity, Judaism, Islam
KS2	Christianity, Judaism, Islam, Sikhism, Buddhism, Hinduism, Humanism

All aims of RE are planned for throughout the units of work.

If teachers feel the need to develop their subject knowledge in order to teach these units, they can do so in a number of ways. For example: reading the information sheets created by the Subject Leader, discussion with the Subject Leader and personal research. Additionally, the Subject Leader provides Continuing Professional Development (CPD) sessions for all members of staff based on a teacher knowledge and confidence audit that is carried out every two years.

Inclusion

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils will be encouraged to progress to their full potential and a variety of teaching methods (eg, use of art, drama, ICT) will be employed to ensure that this is possible.

Pupils who are Gifted and Talented in RE are given opportunities to demonstrate and develop their strengths.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Assessment

We plan for pupils to make progress across all aims of RE and measure pupils' achievements by carrying out pre- and post-unit assessments. The Subject Leader will track pupils' attainment in RE throughout the school, in order to ensure that RE provision is successful.

As required by law, we report pupils' attainment in RE in written form to parents once a year.

Resources

Resources are stored in classes. Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress. Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Visits and Visitors

Harper Bell Seventh-day Adventist School understands the importance of visits and visitors to a pupil's experience of RE. We aim to arrange one visit for each KS1 and KS2 class during their time at our school. These visits are arranged by year group leaders/class teachers with the support of the RE Subject Leader. Visitors from faith communities and the general community can make an important contribution to RE and appropriate visitors may be invited to RE lessons at fitting points in schemes of work.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at Harper Bell Seventh-day Adventist School. This role includes:

- ensuring continuity and progression in Religious Education through the provision of schemes of work for the whole school;
- ensuring staff are familiar with our approach to RE and the requirements for planning;
- supporting staff with planning and delivery of RE;
- acquiring and organising appropriate resources;
- monitoring the teaching and learning of RE and children's work;
- liaising with places of worship and other agencies, as required and
- providing and sourcing in-service training (INSET) for staff, where necessary.

Role of the Chaplain

The chaplain will be responsible for:

- delivery of whole school collective worship for a minimum of at least one day of the week. This may include asking other pastors/leaders of the Seventh-day Adventist church to deliver the worship (including the singing of the school song).
- organising weeks of special emphasis, such as Youth Week of Prayer (March), Adventist Heritage Week (October);
- ensuring that the discrete teaching of the fundamentals of the Seventh-day church is included in the whole school curriculum;
- the preparation of pupils who desire baptism through the offering of age-appropriate bible study classes.

Role of the Governing Body

The Governing Body is responsible for ensuring that:

- RE and Collective worship is delivered in accordance with the Education Reform Act 1988 and the school's Instrument of Government.
- the Seventh-day Adventist ethos of the school is maintained and observed, both on a day-to-day basis, and for all appropriate Christian festivals/celebrations/weeks of emphasis.

Impact

At Harper Bell Seventh-day Adventist School, Religious Education helps all pupils to develop their understanding of equality and diversity allowing them to feel knowledgeable about different beliefs, religions and cultures. This in turn develops our pupils to:

- Become engaged and excited about Religious Education
- Reflect and think about their own beliefs and gain confidence to ask questions about others.
- Reflect upon and evaluate their own learning and understanding effectively.
- Show respect to individual's beliefs and religions within a diverse community and value skills and knowledge they gain from this.
- The children at Harper Bell Seventh-day Adventist School enjoy learning about other religions and why people choose, or choose not, to follow a religion. It not only supports children's knowledge and understanding, but it helps them to appreciate differences around them. Through RE children develop an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. RE offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, RE is invaluable in an ever changing and diverse world.

Collective Worship

The school provides daily collective worship for all classes from Reception up to Year 6 (apart from those pupils who have been withdrawn by their parents*). The Chaplain and the Headteacher are responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the Governing Body. Daily collective worship is solely Christian (Seventh-day Adventist) in nature, as directed by the school's Instrument of Government. This is delivered through two days of whole school collective worship (25 mins) and daily class worship (15 mins).

Collective worship may involve a variety of activities/events but must always comprise the minimum of:

- focus and reflection (storytelling: moral or religious) based on a bible text;
- music and singing;
- prayer (reflection and quiet time)

to enhance the chosen school value for the week/month.

Aims of Collective Worship

- Reinforce our spiritual ethos.
- To foster reflection, contemplation, silence and worship.
- To celebrate life, family, community.
- To celebrate our achievements.
- To promote a sense of community, whole school ethos.
- To foster a sense of awe and wonder.
- To develop empathy and care for others.
- To instil a sense of individual responsibility towards each other and society.
- To develop our spiritual and moral awareness and values.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education and collective worship for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE and/or collective worship. In addition, teachers have the right not to teach the subject or deliver collective worship. Our approach to RE and collective worship, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons and/or collective worship should inform the Headteacher in writing and contact the school office at their earliest convenience.

This policy has been adopted by the governors, in consultation with the RE Subject Leader, teaching staff and the BUC Director of Education for the Seventh-day Adventist church.

*'Every human being, created in the image of God, is endowed with a power akin to that of the Creator – individuality, power to think and to do. The men and woman in whom this power is developed are those who bear responsibilities, who are leaders in enterprise, and who influence character. **It is the work of true education to develop this power, to train young people to be thinkers, and not mere reflectors of other people's thought.** Let students be directed to the source of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen.'* E G White, Education, pg 12

"Come now, and let us reason together, saith the Lord:.." Isaiah 1:18