



Shakespeare

Primary School

Shakespeare Primary School
RE and Collective Worship Policy

2024-2025

Shakespeare Primary school is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and Non English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that challenges diversity and stereotype.

We follow the Leeds' Agreed Syllabus for R.E. The syllabus is called Believing and Belonging because it includes two key elements.

First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. A good curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).

Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and we share this patch of the Earth.

Aims and Objectives

At Shakespeare Primary School we believe pupils should be taught RE in order to help them to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- develop a positive attitude towards other people regardless of their gender, race or religion
- develop the skills to live harmoniously within a diverse society
- respect the right of people to hold beliefs which are different from own
- develop the ability to make reasoned and informed judgments about religious and moral issues

There are three broad aims within the syllabus, each subdivided into two areas. A balance of these is included in our curriculum plan at every key stage.

Pupils and students should:

- A. Investigate the beliefs and practices of religions and other world views;
- B. Investigate how religions and other world views address questions of meaning, purpose & value;
- C. Investigate how religions and other world views influence morality, identity and diversity

Legal Requirements

All schools in England, whatever their foundation or governance, must teach religious education from age 5 to 18. Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online.

The law provides that:

- in maintained community, foundation or voluntary controlled schools, RE is taught in accordance with the local Agreed Syllabus;
- the requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';

Withdrawal

Parents and carers have the right to withdraw their child from RE. If someone wishes to do this, they should state this in a letter addressed to the headteacher.

Breadth of Study

In Key Stage 1 children will explore Islam, Christianity and Islam. This decision reflects faiths represented within the local community and also local resources which will enable us to provide stimulating learning opportunities – for example, a visit to a Mosque.

In Key Stage 2 children will continue to develop their understanding of Christianity and Islam and will also explore two other main religions, Judaism in LKS2 and Sikhism in UKS2.

EYFS	Christianity and one other religion
KS1	Christianity and Islam
Lower KS2	Christianity, Islam, Sikhism and Judaism
Upper KS2	Christianity, Islam, Sikhism and Judaism

The identification of religions to be covered in our planning does not exclude the possibility of exploring other religions. The focus religions are those which we expect children to develop an in depth knowledge and understanding of, over their primary school years. Other religions explored will be considered 'enrichment experiences' and will be investigated when relevant and appropriate – such experiences will be planned for in a class teacher's medium and short term planning. There will also be cross-curricular opportunities to explore a variety of world religions – in particular in geography and citizenship.

SEN

We believe that all children at Shakespeare Primary School should have equal access to R.E. so that they may have the opportunity to progress and demonstrate achievement irrespective of ability or special educational needs.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the local authority agreed syllabus.

Where pupils have special needs which are not identified as being learning difficulties we will, as a school, endeavour to respond sympathetically to their requirements.

Equal Opportunities

R.E. makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils.

Learning in R.E. should enable pupils to:

- respect self and be sensitive to the needs of others
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio-economic group

When planning work in R.E. the teacher will aim to pay close attention to the above.

Spiritual, Moral, Social and Cultural Development in Religious Education

R.E plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to social and cultural development.

We actively encourage children to raise money for charity, for example to help those affected by the issues around the world and to take part in fund raising events such as Children in Need.

Our PSHE framework also develops the moral, social and cultural elements of RE through discussions such as knowing and understanding our responsibilities to others, respecting the needs of others, how our behaviour can affect others and considering people living in other places and with different values and customs.

Role of the RE Leader

- To lead the teaching of RE throughout the school
- To ensure the highest possible outcomes for pupils
- To monitor and support teachers in the delivery of the RE scheme of work to ensure the highest possible outcomes for all pupils
- Work to ensure that the scheme of work is appropriately resourced and that teachers know how to get hold of resources if they are not immediately available in school.
- To model good practice in the teaching of RE – this may include team teaching and paired planning to boost confidence in using the new units of work.
- Keeping evidence of assessed RE work and examples of planning in a subject profile.

- To be involved in the induction of new staff and provide copies of policy, scheme of work and support planning
- To liaise with religious leaders in the local community and build a link with the school.

Collective Worship

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall on each day take part in an act of collective worship' and that this should be 'wholly or mainly of a broadly Christian character'.

At Shakespeare Primary School, collective worship is set within the context of 'assemblies' – which include other features besides those required of collective worship. 'Worship' has a wide range of meanings and forms of expression. At Shakespeare, 'worship' means reflection on and understanding of those elements of life which are of value and worth – respecting and caring. for example.

We want every member of our school community to feel happy, valued and respected. Each person is treated fairly and well. We are a caring community with mutual trust and respect for all. Our assemblies promote this.

British Values

Our school community is made up of people from many different religions and cultures, and of people who have very clearly expressed a secular point of view. Assemblies are non-denominational and conducted in a manner which is sensitive to the faiths and beliefs of all members of the school community. We are proud of the diversity of our school community and as such hold assemblies that reflect and celebrate the traditions and beliefs of all. In this respect, assemblies promote British values.

This policy will be reviewed regularly to take account of new initiatives, changes in the curriculum and developments in technology.