Dream Big, Aim High
& Make a Difference

Potley Hill Primary School
Religious Education and Collective Worship Policy

Religious Education
Religious Education is a compulsory subject and forms part of the national curriculum. It is taught in accordance with legal requirements and follows the Hampshire Agreed Syllabus 'Living Difference IV' for Key Stages 1 & 2. For Key Stage 1 the focus is on Christian, Jewish and Hindu traditions. In Key Stage 2, this is expanded to include Sikhi, Islamic and Buddhist traditions, together with those of non-religious beliefs. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils.

School Context
RE is taught through different concepts, and as in other curriculum areas, by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community.

Aims of the RE Curriculum
RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- that all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- that children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- that children develop a sense of awe and wonder about the world around them.
- to help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities, and its effect on the cultural diversity of their own and other societies both presently and in the past.
- to support pupils personal and spiritual development by encouraging self-awareness and self-respect.
- to help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

Equal Opportunities
Every child is entitled to be taught RE regardless of their age, culture, gender, background or need. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.
(Please see the Equalities Policy)

Health, Safety and Well-Being
Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment. Staff will ensure that the context of the learning that will take place during the visit will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith.
Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship, staff must ensure that they do all they can to assure parents and encourage pupil participation.

Teaching and Learning of RE

A variety of teaching methods should be used to teach RE, such as role play/drama, stories and music. Visitors to school should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths. It is likely that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Christians go to church on Sundays' etc.

A range of strategies to ensure inclusive teaching of religious education might include:

- use of artefacts, books, posters, videos and artwork
- use of art and craft to enable children to express their ideas
- music to create an atmosphere or for expression of ideas and emotions
- visual and tactile stimuli which contribute towards a stimulating sensory environment – for example, thought should be given to seating arrangements and students' comfort
- visitors – ensure prior briefing as to children's capabilities, delivery, etc
- visits to places of worship, museums or art galleries
- use of drama, role play, gesture or dance
- use of IT such as cameras, interactive whiteboards, websites.

Children are taught RE through a process of enquiry that allows them first to attend to their own experience of particular concepts, before enquiring into related religious as well as non-religious ways of living, represented in Great Britain and beyond.

This enquiry process has five key steps where the teacher allows children to:

- Communicate
- Enquire
- Contextualise
- Evaluate
- Apply

At different key stages students are progressively introduced to different groups of concepts/key fields of enquiry, as follows:

- A - concepts that are common to all human experience, e.g. remembering, specialness, celebration, rights, duty, justice.
- B - concepts that are shared by many religions and are used in the study of religion, e.g. God, worship, symbolism, the sacred, discipleship, stewardship, martyrdom
- C - concepts that are specific to particular religions, e.g. dukkha, Trinity, tawheed, redemption, Khalsa, moksha, Torah.

It is expected that as pupils move through the key stages they would engage with all three groups of concepts and move from simpler concepts to more complex concepts. It is important that all three groups of concepts should be introduced to students from Key Stage 2 onwards.

Planning for RE

RE should be planned using the Hampshire Agreed Syllabus as a content guide. It is recommended that approximately 36 hours per year are devoted to RE in YR and KS1, increasing to 45 hours per year in KS2.

Assessment of RE

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions. Teachers should therefore, assess children's connection to the cycle of enquiry. Each half term will focus on assessing a certain part of the cycle as follows:

- Communicate (Autumn 1)
- Apply (Autumn 2)
- Enquire (Spring 1)
- Contextualise (Spring 2)
- Evaluate (Summer 2)

Summer 2 will give an opportunity to plug any gaps children may have, or extend any learning forward. This should be formally reported to parents as part of the child's annual written report.

Examples of work produced, videos, photographic experiences should also be kept as an evidence base for making evaluations about the teaching of RE and the successful levels of learning that have been achieved.

Role of the RE Subject Leader

There is a named subject leader responsible for co-ordinating the teaching of RE throughout the school. Their role is to:

- provide support, advice and resources to members of staff
- monitor the teaching or RE and outcomes for all children, revising policies and supporting staff with planning of RE where necessary.
- monitor the teaching of RE across the school highlighting the continuity and progression of the areas taught across the school
- attend relevant training and support staff through relevant INSET sessions
- monitor the use and need of resources throughout the school.

Monitoring of RE

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaison with staff to be able to observe lessons, through CPD sessions, monitoring planning and curriculum coverage, together with carrying out pupil interviews.

The result of any monitoring should be discussed with the Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.

Resources for RE

Resources are centrally stored in drawer units in school and they include books, pictures, artefacts, posters. All materials should be handled very sensitively and with respect.

Aims and Purpose of Collective Worship

'Collective Worship' is a time when the whole school or groups within the school meet together to engage in relevant, meaningful experiences, providing opportunities for the pupils' spiritual, moral, social and cultural development. Our collective worship is organised around themes which are based on values and is mainly of a broadly Christian character. In organising worship in this way we ensure that we are following the requirements of the 1988 Education Reform Act.

At Potley Hill Primary School, collective worship is set within the context of 'Assemblies' – which may include other features besides those required of collective worship.

During collective worship we aim to:

- Fulfil statutory requirements of a daily act of collective worship for all pupils.
- Reflect on values that are of a broadly Christian character and on our own beliefs.
- Allow a pause for reflection and stillness in the midst of the pressure of the school day.
- Develop a community spirit, a common ethos and shared values.
- Provide a variety of opportunities for spiritual, moral, social and cultural development.

- Provide opportunities for expressing shared experiences and interests and for celebrating special occasions together.
- Provide opportunities in which pupils interact with other year groups, staff and on occasions the wider community, as well as offering opportunities to perform and respond to a presentation of readings, music, dance, drama or prayer.

The School Community
Assemblies are non-denominational and conducted in a manner which is sensitive to the faiths and beliefs of all members of the school community. Assemblies are regarded as a special time in the day, provide periods of calm reflection and are conducted accordingly. Children are expected to behave respectfully and thoughtfully and are asked to come in and leave assemblies in a quiet manner.

Organisation of Collective Worship
Collective worship involves members of the school coming together and participating in an assembly each day. An assembly may involve all of the pupils in the school, separate key stage or class assemblies. The time of the assembly is normally at 9am but this may vary based on other school events.

Staff follow set guidelines for creating an atmosphere for an assembly, e.g. through the use of music to welcome the children and to create a mood for deeper thought and spirituality. During the whole school assembly some staff are encouraged to stay with the children in order to promote a sense of community. In each assembly there will be a short time given to reflect on the stimulus. To focus attention a candle might be lit, a picture or image displayed, a poem read. This reminds the children that the time for prayer or reflection has arrived.

Prayer within Collective Worship
Reading a prayer can be appropriate as long as the integrity of all those present is respected.
Prayer may be part of the period of reflection and stillness with children invited to participate in prayer if they wish.

The following phrases may be used: 'Now, a time of stillness and quiet, a chance to think or pray for a moment.'

Every effort is made to show sensitivity towards personal faiths and to include all pupils and staff in collective worship. For example when using a prayer from a particular faith, this will be introduced with sensitivity and pupils will not be required to say or affirm prayers which they do not believe.

A prayer may be introduced like this: I am going to read a Christian (Hindu, Buddhist.....) prayer. I would like you to think carefully about the words. Some of you might wish to make the words your own (Christians might do this by saying 'Amen').

Singing within Collective Worship
The act of singing can be a very positive opportunity for celebration or reflection. The selection of songs will respect the integrity of those present.

In order to comply with the law, Singing assemblies will include an opportunity for pupils to reflect on some of the words they are singing and to respond through a moment of quietness or prayer in an atmosphere that is one of reverence.

Collective Worship Timetable
Assemblies are normally conducted by the Headteacher, Assistant Headteacher or other members of staff, but are sometimes led by visitors to the school e.g. the vicar of St Barnabus Church, members of the Wokingham Vineyard Church, or other members of local organisations who are willing to share their

expertise and knowledge with pupils. We aim for all visitors to reflect modern Britain and British Values, with content of the assemblies being discussed and checked beforehand.

Themes for Collective Worship

The content of assembly themes throughout the year will largely be based around the following themes;

Our School Values:	Our School Rules:	Fundamental British Values:
Respect	***Move calmly***	***Individual Liberty***
Resilience	***Listen carefully***	***Mutual Respect***
Kindness	***Speak politely***	***The Rule of Law***
Creativity	***Stay safe***	***Democracy***
Teamwork	***Be honest***	***Tolerance***
Responsibility	***Act kindly***	

They may also reflect any of the following:

- marking the celebration of a broad range of religious and cultural festivals that reflect a diversity of faiths
- examples of lives of people of faith and other good human beings
- stories supporting themes from a range of sources and cultures
- response to key local, national and international events
- providing an opportunity for pupils to think about their own beliefs
- putting things into practice e.g. supporting charities
- providing a moment for silent reflection/prayer
- celebration of successes of members of the school community
- performances or presentations from members of the school community
- input from visiting speakers

Collective Worship within the Classroom

Classroom collective worship is valuable because:

- Children can be given greater opportunity to participate and respond.
- Children are more likely to offer their deeper thoughts and feelings in a more intimate setting.
- Direct reference can be made to the children's work in curriculum areas.
- Stimulus material can be closely matched to the children's age and abilities

Celebrating Achievements in Collective Worship

We aim for a weekly assembly to also reflect the achievements and learning of the children. We encourage children to participate by holding celebration assemblies and class assemblies, during which children may show their work and share successes with others, and can raise issues that they have discussed in their classes. These assemblies provide an opportunity to reward children for their achievements both in and out of school and celebrate them together. They also play an important part in promoting the ethos of the school - that all children and their achievements are valued.

Announcements in Collective Worship

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made at the end of the act of worship after a clearly defined break; a change of personnel, music, a moment of silence, the candle being distinguished etc.

Right of Withdrawal from Religious Education and Collective Worship

All children, irrespective of religious background, race, gender, social status or ability will be given equal opportunities to access both Religious Education and Collective Worship. However, parents retain the right to withdraw their children from these parts of the curriculum. Where parents wish to exercise this right, they need to write and inform the Headteacher of this and arrangements for the child(ren) to be supervised or engaged in another activity will be made during this time. If any parent wishes to discuss this and the alternative arrangements that will be made for a child, please contact the Headteacher.

Reviewed: June 2026
Next Review: June 2028