



Policy Statement – Religious Education

Rationale

To provide children with a clear understanding of their own faith and those of their friends thus supporting the development of a positive, tolerant attitude. To help children to make responsible decisions and moral choices and to enlarge their perceptions and deepen their sympathies.

Aims and Objectives

Riverside Primary Academy has developed the following aims for Religious Education in accordance with Gateshead LA's Agreed Syllabus and the North-East Agreed Syllabus. We have also taken into account the school's own environment.

- To develop an appreciation of the idea of the relationship between human kind and God.
- To provide the opportunity to explore the written tradition and historical roots of Christianity, through the Bible and other resources.
- To provide the opportunity to explore major World faiths and religions, in both written tradition and contemporary issues.
- To prepare pupils for adult life, by providing opportunities to:
 - a) develop skills relating to forming attitudes, values and opinions including British Values – see curriculum guidance.
 - b) investigate belief systems and religious lifestyles.
 - c) reflect upon ultimate questions.
 - d) develop insights into religion and relate them to a personal set of insights and values in life.
- To seek to promote respect, understanding and tolerance for those who adhere to faiths different to their own, with an emphasis on visits to places of worship.

Main Elements of the Subject

The presence of RE in the curriculum adds an extra essential dimension – that of the spiritual. Spiritual in this context does not mean the development and nurture of a particular religious stance.

In an educational context, RE is complementary to religious nurture, but is not synonymous. It refers to a critical awareness of meaning expressed by all human beings of any faith, or none, definable in both its implicit and explicit dimensions.

Implicitly, by learning about non-material qualities of life and, explicitly, by realising that these qualities are spiritual – individuals are able to understand more of the specially named spiritual power beyond themselves called God.

Curriculum Organisation

- RE will be timetabled for approximately one hour during the school week or the equivalent during collapsed week.
NB – staff may choose to amalgamate sessions and have an “RE afternoon”, in order to accommodate a particular RE topic, outside visit, practical activity, celebration assembly or additional classroom assistance from other adults.
However, across the year in KS1 there has to have been 36 hours of RE teaching and 45 hours for KS2.

Continuity and Progression

- Teachers will prepare RE lessons based on the school’s curriculum maps and long term plans which will be based on LA agreed syllabus and Understanding Christianity to ensure progression.
- Teachers can seek guidance from the RE co-ordinator.

Responsibility and Duty

Teachers and School Leaders will work in accordance with:
The School Standards and Framework Act 1998 – Chapter VI - Subject to Section 71.

The aforementioned framework requires:

- Religious education be taught to all pupils in full time education, except for those withdrawn at the wish of their parents. Parents have the right to withdraw their children from religious education and/or collective worship.
- Religious education in grant maintained, local authority maintained, Academies and voluntary controlled schools should be taught in accordance with an agreed syllabus, devised by their LAs
- As part of the curriculum, religious education should promote the social, moral, spiritual and cultural development of pupils.
- An agreed syllabus should, “reflect the fact that the religious traditions in Great Britain are, in the main Christian, while taking account of teaching and practices of other principal religions represented in Great Britain (Education Act 1996 (section 375))

RE is the responsibility of the Headteacher and the RE co-ordinator. The co-ordinator will be expected to:

- Take a lead in the development of policy and schemes of work.
- To support colleagues in defining opportunities for RE teaching and learning within school.
- To monitor the progress of RE and advise senior management of action needed.
- To identify the need for individual support in the form of INSET.
- To purchase and manage RE resources throughout school.
- To keep up to date with developments in RE and inform colleagues as appropriate.

Review Cycle

The school RE policy will:

- Be developed in consultation with the whole staff and the link governor for RE.
- Give clear guidance as to how the school addresses the requirements of RE.
- Reflect the ethos of the school.



Policy Statement – Collective Worship

Riverside Primary Academy adopts the School Standards and framework act 1998 which states ‘each student in attendance at a community, foundation or voluntary school shall on each day take part in an act of **collective worship**’.

Rationale:

For pupils at Riverside Primary Academy, assemblies will make an effective contribution to their search for meaning and to the development of their own spiritual, moral and ethical values. Through assemblies, Riverside Primary Academy will give pupils and staff a sense of community and give an opportunity to reinforce the Academy’s ethos to shared ideals, nurture and encourage a sense of individuality and responsibility. They help pupils to discover what it means to lead a full life. An act of Collective Worship in the classroom can develop empathy, respect and understating within their own year groups. Assemblies can offer pupils the possibility of a spiritual response whereby reflective thoughts on spiritual, moral, social and ethical matters will benefit all, and can lead to shared values.

We aim to:

- provide a regular pattern of assemblies which are planned, structured, organised and deliverable (whole school and class based)
- provide source material, the majority of which will enable the possibility of a spiritual response
- ensure that assemblies carry a clear and relevant message which is appropriate to the audience and is delivered in a comprehensible but thought provoking way
- encourage self-awareness together with an awareness of, and sensitivity towards, the needs of others
- encourage pupils to develop a personal, moral and ethical code.
- give pupils self-esteem and self-confidence
- provide a variety of styles of delivery, including, student readings, drama, music, external speakers etc.

The Riverside Primary Academy Vision Statement will be at the heart of our collective worship.

*Be who you want to be...
Do what you want to do...
Go where you want to go...*

At Riverside Primary Academy we make sure that every child has a limitless horizon.

Collective Worship - Principles

There are three fundamental principles underlying the provision of assemblies: These principles are broadly outlined below:

- 1) inclusive in nature.
- 2) educational in content.
- 3) spiritual, moral, social and cultural in content.

Inclusive – this means that we want our assemblies to:-

- recognise and celebrate the diversity of cultures, lifestyles and religions which exist in our multicultural society. However the majority of our assemblies will embrace a broadly Christian character;
- have an atmosphere in which everyone feels valued and safe;
- be suitable for every student to attend unless withdrawn by his/her parents/guardians;
- focus on issues and experiences which are relevant to the pupils;
- include active participation by pupils, parents and members of the local community – either in preparation or in performance.

Educational – this means that we want our assemblies to:-

- reflect the ethos of Riverside Primary Academy, and foster a sense of shared values;
- be valuable learning experiences and, as such, to supplement the curriculum;
- enhance, complement and extend the extra-curricular work;
- provide an opportunity to celebrate the academic, social, personal or sporting achievements of the pupils;
- provide an opportunity to learn how to behave in a large social gathering.

Spiritual, Moral, Social and Cultural – this means that we want our assemblies to:

- provide a brief period of relaxation from the busy life of school, when pupils will have time to pause with an opportunity to contemplate the spiritual dimension of their life through music, images and words;
- provide an opportunity for private, quiet contemplation and reflection;
- have a sense of occasion that separates them from the rest of the school day.

This policy should be read in conjunction with the curriculum, equal opportunities and equality policies. Parents have the right to withdraw their children from religious education and/or collective worship.