

Appleton Wiske Community Primary School Religious Education and Collective Worship Policy

At Appleton Wiske Community Primary School, we understand Religious Education to be an essential part of our school's curriculum in that it contributes to each pupil's overall development, both individually and socially. Religious Education allows pupils to develop an open, sensitive and reflective approach to understanding people's varied religious experience, practices, values and beliefs, and to help them relate these to basic questions of everyday life.

The aim of RE can be expressed in terms of the following four objectives for our pupils.

- To develop, through a variety of experiences and activities, the necessary concepts, skills and attitudes for a continuing exploration of religion.
- To encounter religion through study of its characteristic features and dimensions.
- To develop a sensitive and informed understanding of Christianity and other major world faiths as coherent and distinct traditions.
- To be able to relate religious beliefs, values and practices to their own and others people's experiences of life.

Exploring Experiences

RE will involve pupils in finding out about religions and their relationship to life experiences. Wherever possible, pupils are actively engaged in exploratory and experiential learning including opportunities to:

- Visit places of worship in a planned and structured way.
- Meet and talk to believers in a structured situation.
- Observe religious practices, rituals and celebrations.
- Examine religious artefacts, paintings and books.
- Gain knowledge through direct questioning.

Analysing Experiences

Analysis provides opportunities for developing those insights and deeper perceptions which lead to understanding. RE is equally concerned with understanding the feelings and attitudes of others. This requires both openness and sensitivity, and a degree of imagination in order to see the world through the eyes of another person.

Reflecting on Religions

Pupils will be given opportunities to discover resonances and contrasts with their own backgrounds, histories, ideas and feelings in order to:

- Explore and express personal values, feelings and choices.
- Evaluate their experiences and discoveries.
- Express their ideas with confidence and with some sensitivity.
- Express themselves through movement, dance, poetry, music or in other creative media.
- Develop appropriate behaviour and responses in dealing with what is special, important, precious or sacred to others.

The Agreed Syllabus for Religious Education (North Yorkshire County Council) is followed throughout the school. Wherever possible, links are made across the curriculum with other topics being covered.

EYFS and Key Stage 1

By the age of seven, pupils will be able to ask perceptive questions and reflect on possible answers, be sensitive to the feelings and needs of others and celebrate birthdays, family events and religious festivals. Pupils will be given experiences which enable them to develop knowledge and understanding of:

- Their own personal worth and identity.
- The different kinds of relationships between people.

- The work and responsibilities of adults with whom they have contact.
- The natural world, its wonder and complexity.
- A simple vocabulary for use in discussing religion and religious concepts.
- The lives of some key figures in religion.
- Poetry, music and stories both for enjoyment and reflection.

Key Stage 2

By the age of eleven, pupils will be able to reflect upon experience, their own sense of personal identity and their relationships with other people. They will be able to discuss religious ideas, moral questions and values, relate sympathetically to others and especially to people who do not share their particular beliefs, and express their ideas and responses through a variety of media. Pupils will have acquired some knowledge and understanding of:

- The observable features of religion and religious communities, particularly through visits and visitors.
- Religious literature and the world's great religious figures.
- The language of religion, both descriptive and figurative.
- Key religious concepts.
- Religious stories, symbols and rituals and some insight into their significance for believers.
- The breadth of religion, including historical origins and ethical implication.

Collective Worship and Community Links

Each day includes a meeting together which may include discussion and reflection of an important issue, pupils' achievements, singing or prayer. This is a time for sharing when we can emphasise the care we should have for each other within the school, the local community and the wider world. Annual seasonal events are developed and explained to the pupils from a Christian point of view. Our Assembly themes encourage a cross-curricular approach which involves all pupils. We are supported by visits from representatives and clergy of the local churches who regularly visit school to lead assemblies. The church in Appleton Wiske is visited throughout the year, particularly during important events such as Harvest, Remembrance and Christmas.

Under the 1944 Education Act, parents have the right to withdraw pupils from RE and collective acts of worship; such requests should be made in writing.

Created: April 2018

Review date: April 2020

