

Bleakhouse Junior School **Collective Worship and R.E Policy**

Rationale.

Within a broadly Christian framework, we gather together as a school community on a daily basis to promote a clear understanding of British Values (tolerance, mutual respect between those of different faiths and beliefs, democracy, the rule of law, individual liberty) alongside our school values (friendship, respect, excellence, determination, courage, equality, inspiration) to raise the aspirations of our children.

Through a structured syllabus (Sandwell SACRE 2012) R.E lessons take place weekly to help the children develop a sense of tolerance and understanding of the diverse community they share in.

Objectives.

To develop children's knowledge about the community they live in.

To develop understanding and respect for the traditions, beliefs and practices of those with/without a faith.

To have a sense of belonging in the school community, promoting mutual respect.

To provide time to reflect, appreciate and celebrate the achievements of others: good work, certificates.

To provide an opportunity for the whole school to celebrate together.

To promote the school's values.

To equip the children to have confidence in their own beliefs and moral values.

Guidelines.

Legal Requirements

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly. The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

The Government set out its definition of British Values in the 2011 Prevent Strategy – values of:

Tolerance

Mutual respect between those of different faiths and beliefs

Democracy

The rule of law

Individual liberty.

This definition remains the same in the new standards and was strengthened by the regulations taking effect from September 2014 that also sit along the Equalities Act.

Collective Worship.

How to Involve Children

The principle that children learn by doing is just as important in assemblies as it is for the rest of the primary school curriculum. Involve children as much as possible, whether directly, in some form of activity, or through their responses to ideas presented in the assembly. However, this should not preclude some time and space for quiet reflection- assemblies can provide a peaceful break from the otherwise hectic schedule typical of most primary schools.

Using Your Own Strengths

The way that teachers present assemblies is as individual as their classroom styles. However, a school assembly is a more exposed situation, so make the most of your own strengths. If you enjoy being in the limelight, exploit the opportunity. If you prefer to work from behind the scenes, encourage your children to take the lead. Whatever your talents - use them!

Preparing the Children

Each assembly may be enhanced by:

- Rehearsing any dramatisation or mime and providing a script where necessary
- Teaching the children the song or hymn
- Making simple costumes and props
- Preparing a supporting display of books, posters or artefacts.
- Ensuring children have learnt lines or parts

Using a Theme

It is often helpful to link assemblies by a theme, allowing time to explore ideas in greater depth, and incorporating a wider range of experience. This approach can also help teachers to prepare for and follow up ideas in their own classrooms.

Drama

Assemblies are essentially a form of performance or drama, so it's best to capitalize on this. This does not mean that every assembly should be a major production, but the children's improvisations can greatly enhance an idea if rehearsed and performed well.

Music

The music selected for an assembly can significantly affect the mood. It can be calming, uplifting or positively riotous-so make sure you know which effect you require and when.

Main Faith Emphasis

Which faiths are represented? Do they reflect the background of the children in the school, or introduce a new dimension to their understanding of worship? Acts of worship may have elements of different faiths, but the children should be familiar with the main aspects of those faiths: a broadly Christian act of worship may contain elements of other faiths and vice versa.

Visitors.

From time to time collective worship and R.E lessons may be led by visitors to school. These will usually take the form of: information sharing and celebration of festivals.

R.E Curriculum.

Coverage of the National Curriculum.

The updated curriculum map for R.E ensures coverage of the 2012 Sandwell SACRE. The SACRE identifies the expectations for each Year Group, as well as offering a range of activities to extend the learning of knowledge and skills, as well as differentiating for individual needs. R.E trips are planned and form extra time within each year group, to ensure that British Values alongside our school values are embedded throughout the curriculum, so that the children are able to develop a positive attitude to: spiritual, moral, social and cultural learning experience.

Monitoring and Evaluation.

Collective Worship.

- Was the purpose of the collective worship clear?
- Did it hold the children's attention and interest?
- Was there a focus at some point on a spiritual being or dimension?
- Was the children's integrity respected?
- Was the atmosphere of the assembly 'special' or 'different' from other school activities?
- Could/did the children and staff take away a thought, feeling or idea that could affect their everyday life?
- Was there a prayer at the end?

R.E

It is the responsibility of the RE Co-ordinator to provide guidance and support to colleagues in implementing the scheme of work (Sandwell SACRE 2012) and to keep abreast of current developments both nationally and locally. The teaching and learning methods are reviewed and modified in the light of previous lessons.

It is the responsibility of the Co-ordinator to monitor and evaluate children's learning by using a variety of strategies. These include: book scrutiny's, talking to children; observing lessons; implementation of learning walls and meetings with staff.

Conclusion.

Collective worship and the teaching of Religious Education are an integral part of school life which gives the children a quality experience that explores: social, moral, cultural and spiritual issues. This also allows them to share good work and celebrate their achievements.