

Amesbury Church of England Primary School



Religious Education Policy

Drawn up by: RE Co-ordinator

Date: June 2015

Review: June 2016

Aim:

A place where every child matters.

Amesbury CE VC Primary School

Religious Education Policy

Aims

The aims of Religious Education at Amesbury CE Primary School are that pupils will:

- Develop a knowledge and understanding of Christianity and the role of the Church as well as its impact on our local community and on our society today;
- Develop a knowledge and understanding of some of the principal religious faiths and views represented in Great Britain and the wider world today;
- Develop a sense of respect for, tolerance of and sensitivity to both the religious and non-religious traditions, beliefs and practices of others regardless of race, religion, culture and gender;
- Develop skills and attitudes which will support their personal, moral, social and cultural development and encourage them to search for meaning, purpose and value in their own lives;
- Enquire into fundamental questions of faith which arise from the study of religion and belief in order to promote and develop their own personal and spiritual development;
- Understand the influence faith and belief have on individuals, communities, societies and cultures while also developing their own sense of identity and belonging, to help them prepare for life as citizens in a plural, global society.

Teaching and Learning in Religious Education

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject, but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.' Amesbury Church of England Primary School is a Voluntary Controlled school, therefore we deliver RE in line with the Wiltshire Agreed Syllabus 2011. Although the main emphasis is on the teaching of Christianity, our children will additionally have the opportunity to explore Islam, Judaism, Buddhism and Hinduism. In order to make RE a lively, active subject we employ a variety of teaching methods at Amesbury Primary School. The introduction of our creative curriculum has allowed a lot more flexibility in our approach to RE, giving the children the opportunity to look in a more cross-curricular way at the beliefs of others in different times and places. As a source of ideas and teaching strategies we also make use of additional materials which are stored within the school's resources room.

Where possible we also want our pupils to have opportunities to encounter local faith communities through visits to local places of worship and visits from members of local faith communities. We have a well-established relationship with the St. Mary and St. Melor Abbey Church, and are in the process of developing links with other faith communities and places of worship within the local area, including the local Methodist, Baptist and Roman Catholic Churches.

Assessment and monitoring of Religious Education

Assessment of RE takes place in line with the school policy on assessment and monitoring. Due to the emphasis on discussion as the medium by which the vast majority of RE learning takes place, questioning is used extensively during RE lessons to probe and extend children's understanding of religious concepts and skills. Therefore, the majority of assessment of children's RE learning takes place during lessons, with class teachers making informal judgments as they observe them. On completion of a unit of work, the teacher is also responsible for the regular assessment of their pupils through marking and commenting on the work set as necessary, ensuring that feedback focuses on the RE learning objectives from AT1 and AT2. Teachers are also responsible for levelling their children at the end of the academic year allowing the RE co-ordinator to track pupil progress throughout the school.

The co-ordinator will monitor RE within the school through analysis of this assessment data, as well as conducting both staff and child questionnaires and interviews periodically.

Spiritual Development

Developing children spiritually is an integral element of RE provision at Amesbury Primary School, for we are committed to creating an environment where children and adults are happy in a caring, protective and supportive environment where we respect ourselves, each other, our school, our property, and the local community. The aims of Spiritual Development are to give a spiritual dimension to the lives of our children within the Church of England traditions.

Through RE our children will have the opportunity to investigate the origins and meaning of life, creation and human consciousness. They will be able to respond to a variety of emotional experiences, including suffering, injustice, joy, hope and beauty. This will encourage their curiosity and inspire them to wonder at our world! (For further details please see the SMSC Policy).

Collective Worship

At Amesbury Primary School we hold acts of collective worship daily with the majority of teachers leading collective worship regularly, while the 'Bridge' Christian group also lead worship several times during the school year. Whole school collective worships are held 3 times a week and another collective worship incorporating Hymn Practice as well. In addition to this we hold a Key Stage One collective worship and Key Stage 2 have a class collective worship in the form of 'Reflective Diaries'. We hold our Golden Assembly each Friday to celebrate the pupils' achievements during that week. Parents of the pupils who have earned awards are personally invited to attend this Golden Assembly, but any parents and members of our local community are welcome to join us during this time. Acolytes (pupils in the school) always attend whole school collective worship and start/end our collective worships. In the hall we have an altar to provide a calming atmosphere for reflection. We also maintain displays featuring the current collective worship themes, and a Festival Wheel which charts the key events from the Christian calendar. (For further details please see the Collective Worship policy).

Legal Status and the right of withdrawal from RE

At Amesbury Primary School we comply with legal requirements by providing a daily act of collective worship for all pupils. All our acts of collective worship are of a Christian character whilst recognising where appropriate the religious, spiritual, moral, social and cultural insights provided by other principal religions and life stances represented in Wiltshire and Great Britain. We wish to be an inclusive community, but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience. Therefore all pupils (by parent/guardian request) have the right of withdrawal and teachers also have the right to withdraw or refuse to lead religious education or an act of collective worship 'on grounds of conscience'. We would ask any parent considering this to contact the head-teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education and collective worship at this school.

Monitoring and Evaluation

Evaluation of the implementation of RE will be reviewed regularly by the RE co-ordinator, while this policy will be reviewed in accordance with the schedule by:

- The Religious Education subject leader
- The Head-teacher
- The Foundation Governor

Date of next policy review: June 2016

Amesbury Church of England Primary School



Collective Worship Policy

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Aim:

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Amesbury CE VC Primary School

Collective Worship Policy

Introduction

This Policy is the statement of principles for Collective Worship at Amesbury Church of England Primary School. This policy is the statement of principles for Collective Worship at Amesbury Primary School, which we believe to be of particular significance due to our Church School status:

'A place where every child matters.'

Aims

The aim of the Collective Worship policy is to:

- Enable children to worship God in a way that is relevant to everyday life;
- Provide opportunities to develop an awareness of God through spirituality, fellowship and quiet reflection;
- Develop a community spirit, a common ethos and shared values;
- Promote spiritual, moral, cultural and intellectual development;
- Help our children appreciate that people are different and should be approached in an open way respecting all beliefs, cultures, abilities and talents;
- Promote self respect and the value of others.

Implementation of Worship

At Amesbury CE Primary School a time is set aside every day for worship, reflection and prayer. The children experience worship as a whole school, in a Key Stage or within classes. Whole school assemblies are held three times a week, including regularly local clergy from the Parish taking collective worship on a Monday. In addition, we have whole school hymn practice, Key Stage One collective worship and the Key Stage Two classes have a class collective worship in the form of 'reflective diaries'. In Golden Assembly each Friday we celebrate the pupils' achievements during that week. Parents of the pupils who have won awards are personally invited to attend this Golden Assembly, but any parents or local community are welcome to join us during this time as well as during our collective worship on a Monday morning. Acolytes also attend any whole school collective worship.

Worship takes place in our local Norman church, St. Mary and St. Melor Abbey four times a year. The gifted and talented RE pupils lead the Christian festival services and Year 6 children lead the leaver's service.

Collective worship is led by staff, visitors to the school, and the 'Bridge' Christian group also lead worship several times during the school year. Pupils are involved in our collective worship. For example, by acting out stories or reading prayers. Each collective worship will link to our school Christian values and will have a time of reflection.

In the hall we have an altar with Bibles, a prayer box and candles, as well as a cloth which changes colour according to the period of the year in the Christian calendar. We also maintain displays featuring the current collective worship themes, and a Festival Wheel which charts the key events from the Christian calendar.

Reflective Diaries

Within Key Stage Two at Amesbury Primary School 'Reflective Diaries' are also used as a flexible alternative approach to classroom based worship once a week. These sessions are led by the class teacher and are focused around a different key theme each week. They use the approach of pupils keeping a personal diary through which they reflect in a variety of ways, including both writing and drawing, upon different themes. They also provide many opportunities for stimulating discussions with the pupils about a wide variety of different issues, which in turn contributes towards their Spiritual, Moral, Social and Cultural development. The Reflective Diaries are supported by relevant and topical resources, including quotes from the Bible, images, songs and videos among others.

Resources

The Collective Worship Committee Group plan the themes for worship which are based on Values for Life scheme. Any artefacts and resources required are available from the Resources Room or can be obtained from the subject leader. Often PSHE themes from the SEAL (Social and Emotional Aspects of Learning) or Learning4Life strategies are used to support the key religious themes as well. A song file which contains music and a range of hymns is kept with the Collective Worship resources underneath the altar in the hall.

Legal Status and the right of withdrawal from RE

At Amesbury Primary School we comply with legal requirements by providing a daily act of collective worship for all pupils. All our acts of collective worship are of a Christian character whilst recognising the religious, spiritual, moral, social and cultural insights provided by other principal religions and life stances represented in Wiltshire and Great Britain. We wish to be an inclusive community, but recognise that parents, of course, have the legal right to withdraw their children from collective worship on the grounds of conscience. Therefore all pupils (by parent/guardian request) have the right of withdrawal and teachers also have the right to withdraw or refuse to lead an act of collective worship 'on grounds of conscience'. We would ask any parent considering this to contact the head-teacher to discuss any concerns or anxieties about the policy, provision and practice of collective worship at this school.

Monitoring and Evaluation

Evaluation of the assembly themes and activities will be carried out by the whole staff, pupils and the Governors at the end of each year. This policy will be reviewed in accordance with the schedule by:

- The Collective Worship subject leader
- The Vicar (Father Simon)
- The Head-teacher
- The Foundation Governor

Date of next policy review: June 2016

Amesbury Church of England Primary School



Spiritual, Moral, Social and Cultural Policy

Drawn up by: RE Co-ordinator
Date: June 2015
Review: June 2016

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Amesbury CE VC Primary School

Spiritual, Moral, Social and Cultural Policy

Introduction

The Christian belief that human beings are created in the image of God, and that each shares in God's purpose to bring life and allow creation to flourish, underpins the work and nature of the school, and is endorsed in our mission statement:

'A place where every child matters.'

At Amesbury CE Primary School we recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore their own values, beliefs and spiritual awareness, as well as developing high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of all cultures.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development, and opportunities for this will be planned in each area of the curriculum. Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in RE and Collective Worship, but the integrity and spirituality of pupils from other faith backgrounds will also be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All curriculum areas should also seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

All adults will model and promote expected behaviour, treating all pupils as unique and valuable individuals and showing Christian love and respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should therefore understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements (please see the Behaviour Policy for more information regarding this area).

Our Nurture Group is a prime example of the way in which these elements of children's SMSC development are prioritised within the school. The Nurture Group provides a supportive environment which actively helps to develop children socially, emotionally and morally, as well as enabling them to gain confidence in their academic abilities. It also provides support to all children across the school through the provision of the Breakfast Club, and maintains an open door policy at both break-times and lunchtimes whereby if any child feels that they need some 'time out' from the playground for any reason, they may

choose to go to 'The Cabin' and engage in other social activities within the Nurture Group. It also plays an important role in children's emotional development, by offering regular opportunities for any child to discuss issues relating to their own lives, either within the supportive environment of the Nurture Group itself, with staff individually as part of our 'Talk-time' scheme or by staff referring them to our school counselling service if they feel that this would be more appropriate.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles;
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school;
- To ensure that all pupils' education is set within a context that is meaningful and appropriate to their age, aptitude and background;
- To ensure that pupils know what is expected of them and why;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience;
- To enable pupils to develop an understanding of their individual and group identity;
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society;
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development Aims

In order to develop children spiritually, we aim to:

- Developing the spirituality of all children regardless of race, gender, class or ability;
- Cultivating a climate which will encourage spiritual literacy, within which all pupils can grow and flourish, by providing opportunities for them to look inwards and reflect on their own beliefs, values, feelings, hopes, dreams, ideals and aspirations;
- Creating space in the curriculum to give time for reflection of ideas and theories as well as curriculum content;
- Encompassing more than just religious beliefs;
- Supporting the personal development of all children encouraging use of imagination, self-identity, creativity, curiosity, relationships and beliefs;
- Promoting the development of children's emotional literacy by fostering their empathy, concern and compassion.

Moral Development Aims

In order to develop children morally, we aim to:

- Recognise the unique value of each individual;
- Listen and respond appropriately to the views of others;
- Gain the confidence to cope with setbacks and learn from mistakes;
- Take initiative and act responsibly with consideration for others;
- Distinguish between right and wrong;
- Show respect for the environment and others;
- Make informed and independent judgements.

Social Development Aims

In order to develop children socially, we aim to:

- Develop an understanding of their individual and group identity;
- Learn about service in the school and wider community;
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

Cultural Development Aims:

In order to develop children culturally, we aim to:

- Recognise the value and richness of cultural diversity in Britain, and how this influences individuals and society;
- Recognise Christianity as a world-wide faith;
- Develop an understanding of their social and cultural environment;
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation of SMSC

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. For example, PSHE and circle times.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people;
- Explore relationships with friends, family and others to develop a sense of belonging;
- Consider others' needs and behaviour and show empathy;
- Develop self-esteem and a respect for others;
- Develop skills and attitudes to enable pupils to develop socially, morally, spiritually and culturally - e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas will also provide opportunities to:

- Listen and talk to each other, working co-operatively and collaboratively;
- Learn an awareness of treating all as equals, accepting people who are physically or mentally different;
- Agree and disagree, take turns and share equipment.

Links with the wider community

In terms of developing links with the wider community of Amesbury and the surrounding area, visitors are always welcomed into the school and we have a well-established relationship with the St. Mary and St. Melor Abbey Church, with additional strong links to the Diocesan Board of Education as a result of this. We also strive to develop and maintain a

strong home-school link with the parents and families of all our pupils, as this partnership is regarded as very important in enabling parents and teachers to work together to support the pupil with both their learning and their wellbeing. Pupils themselves will also be taught to appreciate their local environment and to develop a sense of responsibility for it.

Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values expressed in the Mission Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Regular discussion at staff and governors' meetings;
- Audit of policies and Schemes of Work;
- Sharing of classroom work and practice between staff;
- Audit of Collective Worship policy and practice;
- Collation of evidence in pupil's work in school portfolio;
- Regular inclusion on SDP/SIP.

Date of next policy review: June 2016