Woodlea Primary School

RE & Collective Worship Policy

Being Reviewed by	Governing Body, HT and Subject Leader
Review in	Autumn 1 2026
Status & Review Cycle	2-year cycle
Next Review date	Autumn 1 2028

Introduction

The learning and teaching of Religious Education (RE) at Woodlea Primary School aims to develop children's intellectual, social, emotional and spiritual understanding of both themselves and the world in which we live. RE aims to foster co-operation, self-confidence, independence, respect and tolerance in our multicultural world.

Religious education forms part of the basic curriculum for all state-funded schools. Under the terms of the academy trust's funding agreement with the Secretary of State for Education, the academy provides RE for all registered pupils, except where a parent exercises the right of withdrawal. The curriculum is balanced and broadly based, promotes pupils' spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of later life. The academy publishes its curriculum by subject and academic year on its website.

The school has adopted the Surrey Agreed Syllabus for Religious Education 2023–2028, available to view here, as the basis of the RE curriculum at Woodlea Primary School. The syllabus sets out the rationale, curriculum content and assessment criteria used by the academy.

Aims of Teaching

We aim to develop:

- Children's appreciation for their own heritage, including the beliefs and culture that have shaped their understanding of the world around them.
- Children's knowledge of and respect for world religions.
- Children's ability to reason and discuss different points of view.
- Children as global citizens, living in harmony with people of all faiths and backgrounds.

Inclusion

The school aims to ensure that the RE curriculum is inclusive and accessible to all pupils. Teaching is adapted to remove barriers to learning and to provide appropriate support and challenge, with due regard to the Equality Act 2010, the academy trust's equality objectives and its duties towards pupils with SEND. No pupil is excluded from the curriculum because of a protected characteristic or additional need, except where a parent has exercised the statutory right of withdrawal from RE.

RE gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and build understanding of other cultures and beliefs. All children are taught the schools' adopted scheme of work irrespective of their ethnicity, culture or ability.

Roles & Responsibilities

The academy trust board, as proprietor, retains overall responsibility for ensuring that the academy meets the requirements of its funding agreement in relation to RE and collective worship. It may delegate specified functions to the local governing body and Headteacher through the trust's scheme of delegation, but remains accountable for compliance, equality duties, appropriate resourcing, policy approval and effective monitoring.

- delegated powers and responsibilities to the Headteacher to ensure collective worship takes place in the school
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- responsibility for ensuring that the school complies with all equalities legislation
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all relevant policies are made available to parents
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and senior leadership team will implement this policy in accordance with the academy trust's scheme of delegation. They will ensure that pupils receive the RE curriculum adopted by the trust, that a daily act of collective worship is provided, that staff and parents understand the arrangements for withdrawal, and that the quality of provision is monitored and reported to the appropriate trust and local governance bodies.

- ensure all school personnel, pupils and parents are aware of and comply with this policy
- ensure that daily collective worship takes place in the school
- nominate a member of staff to be responsible for the organisation and development of this policy but is aware that teachers cannot be directed to conduct collective worship
- provide leadership and vision, in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy

The Subject Coordinator will:

- lead the development of this policy throughout the school
- work closely with the Headteacher and Governors as necessary
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- undertake risk assessments when required
- review and monitor this policy

All School staff will:

- comply with all aspects of this policy
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community

Children will:

- be dignified, respectful, calm and reflective during collective worship assemblies
- treat others and their beliefs with respect

Parents/Carers will:

- be aware of and comply with this policy
- be invited to attend special assemblies e.g. Christmas, Harvest, Class assemblies

The Curriculum

The school has adopted the Surrey Agreed Syllabus for Religious Education 2023–2028 as the basis of the academy's RE curriculum. This meets the requirements of the academy's funding agreement and reflects the fact that the religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. The syllabus also supports pupils' understanding of religious and non-religious worldviews.

Early Years Foundation Stage (4-5 year olds)	**These are designed to be used as part of continuous provision in EYFS & assessed through the Early Learning Goals.**
Thematic – key questions are based upon children's own lives and experiences, and introduce pupils to Christianity, and other worldviews represented within their own class and / or school.	
Key Stage 1 (5-7 year olds)	
Introducing the study of and selected key concepts within **Christianity, Judaism** and **Islam,** incorporating appropriate elements of non-religious worldviews. There are also **thematic units** which are designed to draw together learning across a year group & help to build pupils' schemata.	
Key Stage 2 (7-11 year olds)	**Units of work in Key Stage 2 are specified for either lower KS2 or upper KS2 to ensure progression.**
Developing the study of and building on key concepts within **Christianity**, **Judaism** and **Islam**, and introducing aspects of **Hindu (Sanatana) Dharma, Sikhism, Buddhism & Humanism,** as a structured non-religious worldview. There are also **thematic units,** designed to draw together learning across a year group & help to build pupils' schemata.	

Cross Curricular Links

English

- RE provides opportunities for pupils to develop their organisation and presentation skills.

Computing

- RE provides opportunities to develop skills in using research tools to further their own understanding of a range of spiritual beliefs.

History

- RE provides opportunities to explore the beliefs of ancient civilisations and how others have influenced the development of these faiths.

Art

- RE provides creative opportunities to allow pupils to express their views and show understanding of the beliefs of others.

PSHE

- RE supports children to understand their own beliefs and to develop respect for the views of others. There are also opportunities for pupils to explore their responsibilities as global citizens.

Spiritual, Moral, Social and Cultural Development

RE provides opportunities to contribute to spiritual development through:

- Discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.
- Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God.
- Valuing themselves as unique individuals.
- Valuing relationships and developing a sense of belonging.
- Developing their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to contribute to moral development through:

- Enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice.
- Studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- Considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to contribute to social development through:

- Considering how religious and other beliefs lead to particular actions and concerns
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- Articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious Education provides opportunities to contribute to cultural development through:

- Encountering people, literature, the creative and expressive arts and resources from differing cultures
- Considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- Promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith co-operation can support the pursuit of the common good.

Planning

Planning is based on the Surrey Agreed Syllabus for Religious Education 2023–2028, as adopted by the school. The curriculum is sequenced so that pupils build secure knowledge of religious and non-religious worldviews over time, revisit important concepts in increasing depth and recognise diversity within as well as between traditions. Teachers identify the substantive knowledge, disciplinary approaches and vocabulary pupils need in each unit and adapt teaching without lowering expectations for pupils with SEND.

- Christianity
- Judaism

- Islam
- Hinduism
- Buddhism
- Sikhism
- Humanism

(Whole school Woodlea overview is pictured right)

R.E Overview	Aut1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	**Who am I, and where do I belong?**	**Why do we have celebrations?**	**What makes a place special?**	**What can we learn from stories?**	**What makes something special?**	**What makes our world wonderful?**
1	**Why do Christians call God 'creator'?**	**What is the 'Nativity' and why is it important to Christians?**	**What do Christians learn from stories of Jesus?**	**What is the Torah and why is it so important to Jewish families?**	**Why do Jewish families celebrate the gift of Shabbat?**	**What makes a good leader?**
2	**What is God like for Christians?**	**Why is giving important to Christians?**	**Why do Christians call Jesus 'Saviour'?**	**Who is Allah and how do Muslims worship him?**	**What is important for Muslim families?**	**Why should we look after the world?**
3	**What's the Bible's 'big story' – and why is it like treasure for Christians?**	**How can artists help us to understand what Christians believe and do?**	**What do Sikh people value?**	**How did Jesus change lives – and how is it 'good news?'**	**How do non-religious people celebrate new life?**	**How do people use creative ways to express their beliefs?**
4	**What did God promise to his people?**	**What did Jesus say about God's kingdom & why is it 'good news'?**	**What are important times for Jewish people?**	**For Christians, is communion a celebration, or an act of remembrance?**	**How does 'ibadah' (worship) show what's important to Muslims?**	**Are words more important than actions?**
5	**What do Christians believe about creation?**	**How did the Church begin, and where is it now?**	**What helps Hindus to worship?**	**Why is the idea of 'rescue' so important to Christians?**	**What helps Muslims to live a good life?**	**What can be done to reduce racism? Can RE help?**
6	**How is God Three – and yet One?**	**What do Christians believe about the Messiah – and why is it good news?**	**What does it mean to be part of a synagogue community?**	**For Christians, what difference does it make to belong to God's Kingdom?**	**What is the 'Buddhist way of life'?**	**Who am I and where do I belong?**

Assessment

RE has clear learning outcomes that identify what pupils should know, understand and be able to do. Assessment is linked to the curriculum adopted by the school and checks whether pupils remember and connect important knowledge, use subject-specific vocabulary accurately and make increasingly well-informed responses to questions about religious and non-religious worldviews. Assessment does not seek to judge pupils' personal beliefs, spirituality or faith commitment.

Progression in RE depends upon the development of the following generic skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive, to higher level thinking and more sophisticated skills.

- Reflection
- Empathy
- Investigation
- Interpretation
- Evaluation
- Analysis
- Synthesis
- Application
- Expression

A child's achievement in RE is formally reported to parents in their annual report.

(Pictured right, assessment criteria)

by the end of Key Stage 1, pupils should be able to:	by the end of Key Stage 2, pupils should be able to:	by the end of Key Stage 3, pupils should be able to:
talk simply about core beliefs and concepts and what they mean use appropriate subject-specific vocabulary when they talk identify similarities in features of religion and belief retell religious, spiritual and moral stories identify how stories / symbols / objects might show what people believe identify how belief is expressed in different ways for different people	explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate express their understanding of concepts in theological terms suggest some ways in which different people might interpret key texts / sources suggest meanings for a range of forms of expression, using accurate vocabulary	interpret worldviews, religious beliefs and practices from different perspectives explain the reasons for, and effects of diversity within and between worldviews, religions, beliefs and cultures use accurate religious and philosophical terminology and concepts to explain worldviews, religions, beliefs and value systems
talk about different communities of people give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives give a reason why something may be of value to themselves and/or others, recognising different viewpoints	comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities investigate and describe similarities and differences in lived experience within and between religions / beliefs describe the impact of beliefs and practices for different people *(e.g. on individuals, groups / communities and cultures, locally, nationally & globally)*	express their own insights into the challenges of committing to a worldview (religious and non-religious) in the world today explain the impact of diversity on the lived reality for different groups of people explain some of the challenges offered by religious and non-religious beliefs in the world today, including their place in public life and the shaping of society
respond sensitively and imaginatively to questions about being human and their own place in the world ask thoughtful questions about their own and others' ideas, feelings and experiences recognise that some questions about life are difficult to answer respond to questions about e.g. 'right'/'wrong', 'good'/'bad, 'real'/'true' give a simple reason for a view that they have	explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview reflect on possible connections between worldviews and the human search for meaning in life	explain the challenges posed to themselves and others by religious, spiritual and philosophical questions connect the human search for meaning or answers to big questions to content studied present clearly their own views of matters to do with moral and ethical concern comparing and contrasting others' views and insights appropriately present clearly their own views on matters of religious and non-religious belief and practice whilst respectfully taking into account others' viewpoints explain how a person's beliefs shape their worldview, including their own **(personal knowledge)**

Resources

The RE subject leader is responsible for sourcing and maintaining appropriate resources and will complete an annual resource audit to ensure that materials continue to be relevant and support learning effectively. Class teachers should approach the subject leader with any requests for new resources.

SEND and R.E

Many pupils with special educational needs find abstract concepts difficult. Therefore, the starting point for RE should be based on personal, concrete and immediate experiences. These are more likely to be relevant and meaningful to the individual. Again, such experiences are not the end product but are intended as a way into teaching explicit Religious Education. Although progress may be slower than for more able pupils, it should always be the aim to work towards a more demanding level. There is the danger that within RE, activities may become repetitive and undemanding, for pupils with SEND. Progression should be planned for by offering increasingly more sophisticated learning experiences and teaching approaches to reflect the age of the pupil.

This may be reflected in the following ways:

- an increasing emphasis on symbolism in religion and belief
- beginning to draw comparisons between different worldviews
- considering personal responses to religion and belief
- demonstrating the respect for the beliefs of others
- drawing on pupils' own life experiences and challenges as ways in to understanding the challenges and life experiences of people with different worldviews.

Collective Worship

Collective Worship is a time when the whole school, or groups within the school, meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development (as listed above).

Aims of Collective Worship

In accordance with the academy's funding agreement, the school provides a daily act of collective worship for all registered pupils. Collective worship may take place as a whole academy or in groups and is separate from curriculum time. Unless alternative arrangements have been approved in accordance with the funding agreement, collective worship is planned so that, over a term, it is wholly or mainly of a broadly Christian character while remaining appropriate to the ages, aptitudes and family backgrounds of pupils.

Collective Worship contributes to the ethos of the school and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

Contribution of Collective Worship to aspects of the Curriculum

Collective worship is distinct from curriculum time and from the teaching of religious education. It may draw on themes explored elsewhere in the curriculum, but its purpose is to provide a shared opportunity for reflection and worship rather than to deliver RE subject content. Where appropriate, collective worship may enrich pupils' learning by considering ideas from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources, and provide pupils with the opportunity to 'respond' on their own level.

Management of Collective Worship

The Headteacher will plan, monitor and evaluate acts of Collective Worship.

Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and will take place in the school hall or the classroom.

Leadership

Members of the leadership team, teaching staff and occasional visitors will be involved in planning and leading acts of worship at some point in the school year.

Planning Acts of Collective Worship

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. Together with weekly planning, these will ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship taking place.

The Act of Collective Worship

A variety of teaching and learning styles, and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

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 preceding the act of worship and a clearly defined break between them and the act of worship will be made.

Withdrawal

Collective worship will be planned and conducted sensitively and inclusively, with regard to pupils' ages, aptitudes and family backgrounds. Parents have the right to withdraw their child from collective worship. Requests should be made in writing to the Headteacher, who will agree practical arrangements and ensure that the pupil is appropriately supervised. Withdrawal from collective worship does not automatically include withdrawal from RE; a separate request is required.

Withdrawal of children from RE and Complaints Procedure

Department for Education guidance on RE and collective worship in academies and free schools confirms that parents have the right to withdraw their child from all or part of RE. A parent is not required to give a reason, although the academy will offer an opportunity to discuss the RE provided and the practical implications of withdrawal before arrangements are agreed. The academy will not seek to persuade the parent to change the decision.

Parents who wish to withdraw their child from all or part of RE should submit a written request to the Headteacher. The Headteacher will offer to discuss the request, clarify which parts of RE are covered and agree practical arrangements. A pupil who is withdrawn will be appropriately supervised and may undertake suitable alternative work, but the academy is not required to provide additional teaching or incur extra cost. Withdrawal from RE does not automatically include withdrawal from collective worship; a separate request is required. The pupil may resume participation when the parent withdraws the request.

Concerns about the content or delivery of RE should first be raised with the class teacher or RE subject leader and may then be referred to the Headteacher. Formal complaints will be considered under the academy trust's published complaints procedure. Where appropriate, the academy may seek advice from the trust, Surrey SACRE or other relevant professional bodies, while recognising that SACRE does not have statutory oversight of an academy's RE curriculum.

Monitoring

The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. This includes determining appropriate educational visits and visitors.

Review and evaluation

The academy trust board, or the body to which it has delegated this function, will review this policy in accordance with the trust's policy review cycle and whenever there is a relevant change to legislation, Department for Education guidance, the academy's funding agreement or the Surrey Agreed Syllabus adopted by the trust. The date of approval, approving body and next review date will be recorded on the policy's front page.

This policy should be read alongside the academy trust's funding agreement and articles of association, the Department for Education's guidance on RE and collective worship in academies and free schools, the Surrey Agreed Syllabus for Religious Education 2023–2028 as adopted by the trust, and the trust's Equality, SEND and Complaints policies. Where the funding agreement or trust-wide policy differs from this policy, the funding agreement and trust-wide requirements take precedence.