

Policy Essential Information

Title: Religious Education and Collective Worship Policy

Date Approved: July 2013

Date Last Reviewed: July 2018

Status: Non Statutory

Delegation: Head Of School

Responsibility: DHT Personal Development and Welfare

Review Frequency: As required

Policy Locations: Website/Staff Shared Drive/Hard Copy

Religious Education and Collective Worship Policy

Statement of Intent

The Jubilee Academy believes that RE both supports and strengthens what we do in all aspects of the curriculum.

Our ethos and the development we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the wider PSHRE curriculum.

Religious Education at The Jubilee Academy is taught in accordance with the Harrow Agreed Syllabus. Students are taught to respect each other and contribute to the school and the wider community.

All students receive teaching of RE which covers religions from Buddhism, Christianity, Hinduism, Judaism, Islam, Sikhism, Atheism and Humanism through PSHRE. There is a full programme of study at KS3 and at KS4 and opportunities to learning through a variety of channels.

Aims and objectives

Our PSHRE and wider curriculum aims to develop students' knowledge and understanding of, and their ability to respect the values of Christianity and the other principle religions represented in Great Britain.

Our curriculum supports students to:

- Explore issues in and between faiths to help students to understand and respect different religions, beliefs, values and traditions (including ethical life stances) and to understand the influence of those on individuals, communities, societies and cultures.
- Consider questions of meaning and purpose in life.
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgments on religious and moral issues.
- Enhance student's spiritual, moral, cultural and social development.
- Develop student's sense of identity and belonging, preparing them for life as citizens in a plural society.
- Develop enquiry skills through the distinctive use of language, listening and empathy.
- Discuss how life choices are affected by religious belief of system and practices
- Reflect on, analyse and evaluate student's beliefs, values and practices and communicate their responses.

We do this by:

- Providing an engaging and creative PSHRE programme which is accessible to all students where all students can achieve their potential.
- Providing a collective act of worship daily through the school's assembly programme.
- Foster in students an interest in faith and religion.
- Provide students with a view of faith and religion as an academic discipline and allow them to question beliefs.
- Provide an environment where students feel that they can air their views appropriately without ridicule or embarrassment.

This policy is written and updated with reference to the statutory provisions and should be read in conjunction with our school policies on Equal Opportunities, Disability and PSHRE.

Statutory requirements for students regarding the school curriculum state that the syllabus 'must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils' and The Jubilee Academy reflects this in its work by:

- Curriculum planning and teaching which is not of any specific 'religious character' and which recognises the multi-faith context of the school's students and community
- Collective worship is a statutory requirement for all students and whilst the school meets this requirement, there are no formal links to RE.

Withdrawal from RE

Parents/carers have the right to withdraw pupils from statutory RE which is covered within the school's PSHRE curriculum (along with social, moral and cultural education). It should be noted that students do not have the right to withdraw themselves from the subject, and other teachers do not have the right to withdraw pupils from the subject.

If a parent/carer wishes to withdraw their child from RE within PSHRE it should be put in writing to the Headteacher. In all circumstances when the Headteacher receives a letter of withdrawal from a parent/carer, contact with the student's tutor/mentor will be made to discuss the request.

Parents/carers will be contacted by the tutor/mentor to discuss their concerns about their child studying RE as part of PSHRE to prompt further consideration as to the benefits of studying the subject.

If parents/carers wish to go ahead with a decision to withdraw their child, then alternative arrangements will be made for the young person to leave the lesson(s) when RE objectives are being taught.

Assembly

At The Jubilee Academy there are two distinct aspects of assembly:

- Gathering together for the purpose of giving information, notices and so on; and
- To undertake the statutory requirement for a collective act of worship together.

The celebrations of students' achievements are frequently framed in the context of thanksgiving including encouragement, endorsement (for example, of excellent learning, behaviour and effort) and to give thanks for the gifts that we have received.

Planned and coherent whole school approach to students' personal development

The Jubilee Academy places great importance on the PSHRE and Citizenship curriculum which this policy should be read in conjunction with.

Ethos of the school

The daily act of collective worship is linked to the life of the school. Collective worship contributes to the school's identity and general ethos.

Aims

At The Jubilee Academy, the daily act of collective worship will provide students with an opportunity to:

- Strengthen the bond between all members of the school community;
- Build positive attitudes and ways of acting;
- Reflect upon how they would respond to a range of spiritual and moral issues that are presented to them;
- Provide quiet, reflective time for thought or prayer if the student wishes.

Reflection

The Jubilee Academy will implement lead practice in this area by:

- Respecting the variety of faiths of the school's students and ensuring that prayers are suitable;
- Allow students to respond to reflection and prayer in ways that are appropriate to them;
- Encourage the individual and private response of each participant so that all are included (and not the repetition of prayers, special words or the use of a particular deity's name);
- Asking students to sit quietly and comfortably and to look at a visual focus point to introduce reflection or prayer as an important aspect of collective worship.

The act of collective worship leader will create a sense of occasion by signposting the beginning of the act for example, in the following ways:

- 'I am going to say a prayer from the . . .faith now and I want you to listen and to think about what I am saying'; or
- 'I am going to say a few words from the inspiring writings of the . . . community which I want you to think about quietly'; or
- 'You can either say a quiet prayer now or think about what we have heard this morning.'

The end of the collective worship will be signalled by a sound or visual cue (for example, by the sound of a chime or a projected image).

Links with spiritual, moral, social and cultural education (PSHRE)

RE and collective worship form part of the school's broader work with young people around PSHRE and support students' development by giving them opportunities to:

- Empathise with others;
- Recognise similarities and differences;
- Deepen their understanding of how important it is to treat others as we wish to be treated;
- Appreciate others' points of view;
- Transcend boundaries;
- Show positive self-identity and self-esteem;
- Recognise stereotypes and generalisations that sometimes lay at the heart of discrimination and prejudice;
- Compare ideas, methods and approaches used in different traditions;
- Enjoy exploring cultural diversity.

Collective worship

The statutory daily act of collective worship is integrated within the spiritual, moral, social and cultural curriculum and takes place every morning at breakfast and is an important community activity at The Jubilee Academy. All students and staff attend breakfast.

The school plans for a shared and involved experience of all students. Speakers from local faith and other community groups are embedded into the planning to foster closer links with the local and wider community.

All aspects of PSHRE, including collective worship are led and managed by the school's Senior Teachers together with the tutor/mentor team.

Curriculum programme for collective worship (including the involvement of visitors)

In developing the curriculum programme for collective worship, the senior teachers will invite a range of visitors to the school including:

- Church ministers;
- Representatives of different faiths;
- Police;
- Representatives of local voluntary organisations;
- Parents; and
- Ex students of The Jubilee Academy.

Guidance on methods

In keeping with the school's policies on teaching and learning, a range of stories will be utilised to stimulate student engagement including:

- Familiar or new stories;
- Parables;
- Current news stories;
- Stories from Sacred Books;
- Fables;
- Cliff hangers; and
- Serials.

Activities will include:

- Quizzes;
- Competitions;
- Comperes;
- Interviews;
- News Flash; and
- Drama productions.

Monitoring, evaluation and review

The impact of this policy will be monitored and evaluated through the school's schedule of self-evaluation. Outcomes will be shared widely with stakeholders and utilised to plan and agree forward action and strategic plans.