



**CLAREMONT PRIMARY SCHOOL**  
**POLICY FOR**  
**RELIGIOUS EDUCATION & COLLECTIVE WORSHIP**

**Reviewed by: Creative Curriculum Team**

**Date: Summer 2017**

**Next review: Summer 2019**

## **Collective Worship**

### **Statutory Duty of School**

All registered pupils must attend a daily collective worship unless they are withdrawn by their parents. Children under the age of 5 are not required to attend Collective Worship. This is usually provided within a daily assembly, which may take place at any time of the school day and consist of any form of educational grouping.

Collective Worship is the responsibility of the head teacher in consultation with the governing body (Schools Standards and Framework Act 1998).

Daily Collective Worship must be wholly or mainly of a broadly Christian character. It may draw on sources from other traditions as long as it keeps its Christian character.

### **Aims and Implementation**

Through the implementation of Collective Worship, the school aims to enhance the spiritual, moral, social and cultural development of the children. At Claremont we use this time to promote a common ethos and shared values, as well as engendering a community spirit. It also allows time for reflection on moral issues; aids pupils in the exploration of their own beliefs and values; fosters positive attitudes and promotes respect for themselves and others.

Collective Worship should reflect the social and cultural background of the pupils and allow for a variety of appropriate age/educational groupings to develop themes accordingly. Normally, pupils attend three assemblies a week as a whole school. There are also opportunities for pupils to plan and present their own assemblies. There is a weekly Medal for Excellence and Effort Assembly to celebrate individual children's achievements in their work and personal development, and a singing assembly. (See attached Collective Worship timetable).

On days when the Hall is unavailable for Collective Worship, a brief 'Time for Reflection' should be held in the classroom.

### **Withdrawal from Collective Worship**

**Pupils:** Parents can request in writing that their child be withdrawn from Collective Worship, but supervision remains the responsibility of the head teacher. It is hoped that parents will see Collective Worship as a valid educational activity which will enhance the life experience of the pupils.

**Teachers:** Can opt out of Collective Worship but, at the Head's discretion, must attend certain parts e.g. the awarding of prizes or a visit from a dignitary. No teacher can be discriminated against on the grounds of their beliefs.

### **Health and Safety**

Fire drill procedures are in place, and publicise the means of evacuating the Hall should an emergency arise during Collective Worship.

Provision is made for any pupils who are disabled to attend the normal daily Collective Worship, and adapted materials are available for children with VI. Visiting speakers are made aware of children with particular problems in this respect.

### **Monitoring, Evaluation and Review**

The policy is formulated to ensure it is broad, balanced and relevant to the pupils' lives, and appropriate to their backgrounds, ages and aptitudes. The T&L team of Governors will review this policy bi-annually and the school will assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### **Expectations of the teaching of RE**

**Foundation Stage:** During the Foundation Stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship. Children listen to and talk about religious stories. They are introduced to the specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which we live.

**KS1:** Throughout KS1 pupils investigate Christianity and are introduced to at least two other principal religions. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and beliefs for some children and their families. Pupils ask relevant questions and use their imagination to develop a sense of wonder about the world. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

**KS2:** Throughout KS2 pupils learn about Christianity and other religions, recognising the impact of religion and belief both locally and globally. They make connections between differing aspects of religion and consider different forms of religious expression. They

consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions, and the importance of dialogue between people of different beliefs. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and in valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others, in the light of their learning in Religious Education.

The whole school overview, learning objectives and suggested activities for RE are kept in individual's curriculum folders; in the RE section.

KJ2017