



RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

The status of Religious Education within the curriculum

- Section 352 of the Education Act 1996 identifies the distinctive place of Religious Education as part of the basic curriculum alongside the National Curriculum. Religious Education is to have equal standing in relation to the core and foundation subjects within the school. It differs from the subjects of the National Curriculum only in that it is not subject to national prescription in terms of attainment targets and programmes of study. It is a matter for the Agreed Syllabus Conferences to recommend locally prescribed procedures for the local authority.

The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 require that:

- Religious Education should be taught to all children and young people other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers' rights are safeguarded, should they wish to withdraw from the teaching of Religious Education.
- Religious Education in all community, foundation and voluntary controlled schools should be taught in accordance with an Agreed Syllabus.
- an Agreed Syllabus should *reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain.*

The Department for Children, Schools and Families (DCSF) (now DfE) guidance, *Religious Education in English schools: Non-statutory guidance 2010*, states that:

- *"Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school... except for those withdrawn by their parents... in accordance with Schedule 19 to the Schools Standards and Framework Act 1998.*
- *The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. ... LA must, however, ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain."*

Time for Religious Education

- It is recommended that the following minimum hours should be devoted to Religious Education:
 - Key Stage 1: 36 hours per year
 - Key Stage 2: 45 hours per year
 - Key Stage 3: 45 hours per year
 - Key Stage 4: 45 hours per year

The purpose of Religious Education from *'Living Difference III'*

- *Living Difference III* seeks to introduce children and young people to what a religious way of looking at and existing in the world may offer in leading one's life, individually and collectively.
- Religious Education in Hampshire, Portsmouth, Southampton and the Isle of Wight intends to play an educative part in the lives of children and young people as they come to speak, think and act in the world.
- This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.
- This approach to Religious Education in Hampshire, Portsmouth, Southampton and Isle of Wight schools is consistent with the United Nations Convention on the Rights of the Child, particularly Articles 12, 13, 14 and 30, and supports the work of rights respecting education (RRE).

Religious Education and students with special educational needs and disabilities (SEND)



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- According to the Education Act (1981) students in **special schools** must be taught Religious Education “so far as is practicable”.
- It is recognised that planning with *Living Difference III* with the age-related expectations for a particular key stage may not be appropriate for some children and young people with SEND, especially for those taught in the context of special schools.

Religious Education at Samuel Cody School

- At Samuel Cody School Religious Education is taught alongside all other subjects.
- It has equal standing with core and foundation subjects.
- All pupils are taught RE from Year 1 to Year 11.
- Syllabus content is determined by the locally Agreed Syllabus, ‘Living Difference III’ published in December 2016.
- The department is well resourced with artefacts and published materials including textbooks, DVDs and kinaesthetic activities.
- The Scheme of Work is supplemented by a range of custom-made worksheets and activities, designed specifically to meet the needs of pupils at the school.
- The syllabus covers content from the six major world religions.
- The Scheme of Work includes materials and activities designed to enhance pupils’ Spiritual, Moral, Social and Cultural development.
- Representatives from the Gideons organisation visit the school each year to distribute copies of the New Testament and Psalms to all pupils in Year 7.
- The syllabus covers both thematic topics and those specific to particular religious traditions. This enables the department to comply with the requirement for the syllabus “to reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions in Great Britain.”
- **Parents’ right to withdraw**
 - Parents have a right to withdraw their children from Religious Education (RE) and collective worship. At Samuel Cody School no child is currently withdrawn from either RE or collective worship.

Religious Education topics

KEY STAGE 1+2

Story telling
Celebration
Specialness
Belonging

KEY STAGE 3

Symbols + Places of worship
Beliefs and Practice
Sacred writings
Life of Christ
Rites of Passage
Buddhism / Hinduism

KEY STAGE 4

Values and Beliefs
Religious traditions
Human rights
Peace and Conflict
Creeds
Moral Issues

Collective Worship

- Collective worship is part of the assembly programme.
- Themes for whole school assemblies include celebration, inspiration, social and moral topics.
- We celebrate special or significant occasions within the school community and the community at large.
- Assemblies provide opportunities for pupils to share experiences, beliefs, values and concerns which are important to them and offer an occasion to reflect on those things which inspire us with awe, wonder, gratitude or a sense of being a part of something much greater than ourselves.



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- The school contributes to national charity days such as Children in Need and Comic Relief, and as part of this includes special assemblies to raise awareness of local, national and international aid.
- Collective worship is integral to the life and ethos of the school, the locality in which it is placed and from which pupils come and to the major events/concerns of the world.
- Pupils are given opportunities to
 - Reflect on values and beliefs of a broadly Christian tradition.
 - Consider spiritual and moral issues
 - Develop a community spirit, a common ethos and shared values.
- Whole school assemblies offer a major contribution to pupils' Spiritual, Moral, Social and Cultural development.