Eastlands Primary School

RE Policy & Collective Worship

DATE	REVIEW DATE	NOMINATED PERSON	NOMINATED GOVERNOR
November 2025	November 2027 –	Head teacher	
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Introduction
Legislation relating to the provision of Religious Education was consolidated by the Education Act 1996. It re-affirmed that RE is part of the Basic Curriculum and "should be taught to all pupils in full-time education" and "shall reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain".

The Collective Worship Policy at Eastlands Primary School pays due regard to statutory requirements and has taken account of the guidance offered by the LA through its SACRE.

Definition of 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.

Aims
The central aims of Religious Education at Eastlands Primary School are to enable pupils to acquire an understanding of religion reflecting both its implicit and explicit nature and to consider some of the fundamental questions of human existence which religions address in different ways.

In promoting these central aims, Religious Education should:

- Provide pupils with accurate information about the main religious and spiritual traditions of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. It may sometimes be appropriate, additionally, to include other faiths including Atheism.
- Offer the means by which pupils can understand the influence of religion on people's attitudes to life and death. This will involve for example:
    - Considering the relationship between religious belief, personal commitment and moral values
    - Exploring the spiritual aspects of human experience including the arts, the environment and personal relationships (PSHE and Citizenship)
    - Gaining first hand experience of people and places associated with different religious traditions
- Seek to enable pupils to:
    - Develop an awareness of some of the fundamental questions about life and death raised by human experience and how religions may relate to them
    - Respond to such questions with reference to the teachings and practices, and to their own understanding and experience
    - Reflect their own beliefs, values, and experiences in the light of their study
- Develop a positive attitude towards other people, respecting their right to hold different religious beliefs and value systems from their own. They should also recognise that some people will have value systems not based on religious beliefs.

Religious Education at Eastlands Primary School is delivered through Kapow Primary's RE and Worldviews scheme, aligned with the statutory framework of the Coventry & Warwickshire Agreed Syllabus for Religious Education 2024–2029. The Kapow scheme provides teaching sequences, enquiry-led lesson resources, and pedagogical structure, while the Coventry & Warwickshire Agreed Syllabus defines the Key Concepts, Key Processes, and statutory content coverage for each key stage. All Kapow units are mapped against the required concepts, processes and outcomes of the Agreed Syllabus to ensure full coverage of the six principal world faiths, non-religious worldviews, progression from EYFS to Year 6, and an appropriate balance between systematic and thematic study. Teachers adapt Kapow lesson plans to ensure they meet the specific learning objectives, assessment tasks and expectations outlined in the Agreed Syllabus

Objectives

Foundation Stage

We teach Religious Education in the Early Years as an integral part of the Foundation Stage of the National Curriculum. We relate the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. RE makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as celebrations, dressing up, listening to stories, looking at pictures of places and people, or discovering the meaning of values and beliefs in relation to their own lives.

These objectives will be developed in Key Stages 1 and 2.

- The teaching of RE will reflect the fact that the religious traditions in Great Britain are in the main Christian whilst considering the teaching and practices of the other principal faiths represented in Great Britain. The six main faiths to be taught are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.
- RE will be taught through the aspects outlined in the Coventry & Warwickshire Agreed Syllabus 2024 The Coventry & Warwickshire Agreed Syllabus specifies that RE must be taught through:
    - Key Concepts (beliefs, teachings, practices, meaning, identity, values, etc.)
    - Key Processes (investigate, explore, question, reflect, compare)

  The Key Concepts and Key Processes explore different faiths separately and through thematic topics in order to maintain a balance between Learning about Religions and Learning from Religions.
- Other faiths will be taught when appropriate, and in planning units of work it will be recognised that many pupils will have value systems which are not based on religious beliefs.
- Units of work will be planned so that pupils will acquire knowledge and understanding of the six principal world faiths as specified in the key stage requirements.

The 2024 syllabus explicitly includes "Religion and Worldviews". Kapow RE includes non-religious views thematically (e.g. values, morality). In order to enable pupils to investigate their own and other people's beliefs, the following skills, values and attitudes should be developed through schemes of work and taught content from Kapow RE. Schemes are structured and planned so that pupils:

- have the opportunity, in a variety of contexts to develop their oral skills
- have the opportunity to develop their reading and writing skills, together with the acquisition of appropriate religious language and vocabulary
- have the opportunity to develop their investigative and reasoning skills which could include interpreting, analysing, exploring and evaluating together with the use of information technology
- are encouraged to consider and acknowledge the basis of their own beliefs, values and assumptions, and to develop respect and tolerance for the beliefs and cultures of others
- are encouraged to consider the impact of religious beliefs and value systems on the lives of different children, women and men
- are encouraged to reflect on their feelings, perceptions and impressions, in the classroom and elsewhere, through silence and stillness, through discussion and through recording personal reflections in a variety of creative ways
- explore non-religious worldviews (humanist, secular, philosophical)

- are able to experience situations, which will encourage empathy, confidence and self-esteem, and develop a willingness to talk about their beliefs and share with others their observations and experiences

Teachers will ensure that pupils are given opportunities to:

- Name and describe the functions of key objects, symbols, people places and events (as outlined in the programmes of study)
- Identify the key points in the life stories of important religious figures
- Talk or write about religions, identifying to which religion key aspects belong
- Show an understanding of what it means to be a person of faith in terms of belief, practices and values
- Explain some of the interpretations of symbols, stories and language used by believers
- Recognise that different religions share familiar features for example, beliefs, values, holy books and places of worship
- Make simple comparisons based on key features
- Understand the significance of the key teachings of the religions they have studied
- Make comparisons between significant experiences of key religious figures and their own feelings and experiences
- Understand why certain things are right and wrong and how moral values may be embodied in religions

Agreed Syllabus Requirement	What the Syllabus States	Kapow Alignment
Key Concepts	Beliefs, teachings, practices, meaning, identity, values	Every Kapow unit based on "Enquiry Questions" directly explores core beliefs/practices and their significance (e.g. "Why do Christians celebrate Easter?").
Key Processes	Investigate, explore, reflect, respond, evaluate	Kapow's enquiry-learning model follows these steps in each lesson sequence; reflection tasks support "learning from religion".
Systematic Study	Christianity + five principal world faiths: Islam, Judaism, Hinduism, Sikhism, Buddhism	Kapow provides full units on Christianity, Islam, Judaism, Hinduism, Sikhism; Buddhism appears in thematic enquiries.
Thematic Study	Big questions across multiple religions/worldviews	Kapow includes cross-religion enquiries (e.g. "How do people express their beliefs?", "How do festivals bring communities together?").
Worldviews	Includes religious & non-religious worldviews	Kapow includes values, identity, community modules; add lessons on Humanism/philosophical worldviews to meet syllabus expectations.
EYFS (ELGs)	Understanding the world, celebrations, stories, values	Kapow EYFS units link directly to celebrations, belonging, special places/people.
KS1 Coverage	Christianity + 2 other principal faiths	Kapow KS1 covers Christianity, Judaism, Islam; thematic units link broader faiths.
KS2 Coverage	All 6 principal religions	Kapow covers Christianity, Islam, Judaism, Hinduism, Sikhism; thematic enquiries incorporate Buddhist concepts and ethics.
Assessment Tasks	Syllabus assessments to be used	Kapow formative assessment + syllabus summative tasks integrated during and at the end of units.

Teaching and learning strategies
Teaching and learning will focus on the agreed entitlement experiences outlined in the Coventry & Warwickshire Agreed Syllabus 2024. These cover the key elements of the subject, together with an emphasis on ensuring that appropriate opportunities are taken to develop the major cross-curricular skills including reading, writing, speaking and listening, information handling and information communications technology. Schemes of work and lesson plans for the subject, taken from Kapow RE, will meet the criteria, which have been agreed by the school. Teachers will endeavour to ensure that effective teaching and learning in RE is based on:

- A focus on both learning about and learning from religions, so that pupils not only gain knowledge, but also are given opportunities to reflect and respond.
- A study of both the historical and current aspects of all six principal world religions.
- The consistent use of a variety of interesting, engaging and challenging approaches to learning, including the use of drama, art, poetry, design and technology, written and oral questioning class and group discussion, different styles of writing and communication.
- The constructive use of a range of resources including artefacts, books, audio- visual materials and ICT.
- The regular use of first-hand experiences, including visits to places of worship and visitors to the school.
- An emphasis on using child centered questions, which will be based on pupils' experiences building a bridge to the spiritual content.

Specific strategies will be employed to support children with English as an Additional Language, including visual aids/knowledge organisers, simplified language, opportunities for oral expression, and the use of bilingual resources where available. This ensures full access to the RE curriculum and allows EAL children to share their own religious and cultural experiences, enriching the learning for all.

Religious Education curriculum planning
We use the Coventry and Warwickshire Religion and World Views Agreed Syllabus for Religious Education 2024-2029 as the foundation for our long-term curriculum map, we have integrated Kapow to deliver the syllabus, slotting in Kapow units as the provision for the content and pedagogy. For example:

- Agreed Syllabus: “Christianity – What does it mean to belong to a faith community?”
- Kapow equivalent: Belonging (Key Stage 1)

This ensures our RE curriculum reflects the latest statutory guidance, pedagogical approaches, and content, providing up-to-date and relevant learning experiences for all key stages.

We structure curriculum planning in RE in three phases (long term, medium term and short term). The long-term plan maps the RE topics studied in each term during each key stage. The Agreed Syllabus requires a balance of: Systematic study (individual religions taught discretely) and Thematic study (Big Questions across more than one religion). The Kapow units are often enquiry-based (e.g. “How do symbols help us understand beliefs?”), which fits well with the thematic requirement, it also states which religions/themes are being linked This ensures there is a “Learning about” and “Learning from” balance.

As the basis for our medium term plans we use the Coventry & Warwickshire Agreed Syllabus 2024 cross-referenced with Kapow to ensure coverage is accurate and full. Kapow RE gives details of each unit of work for each term. The RE subject lead keep and review these plans on a regular basis.

The teacher adapts the lesson plans for each RE lesson (short term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the RE subject lead often discuss them on an informal basis.

Time Allocation

The Coventry & Warwickshire Agreed Syllabus for RE stipulates that the 'reasonable period of time' in all key stages should be interpreted as:

Key Stage 1: 20 hours per year
Key Stage 2: 38 hours per year
The time allocated for RE will be separate from time given to Collective Worship – appendix 1.

The key stage plans allow for appropriate breadth, depth, continuity and progression in the study of RE. The plans reflect the concepts and processes required to be taught. These will be taught through units: which reflect both a systematic and a thematic approach to the teachings of RE. The six principal world faiths to be taught through these units are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. The length of time of each unit will vary, depending on the content and teaching and learning strategies involved.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society
Equality and justice for all people form a central concern of all Religious Education.

At Eastlands Primary School we recognise that all the major religious traditions are now represented. This is regarded as an opportunity to understand, respect and value the religion of others. What will encourage our pupils to be aware that all people share a common humanity, and are interdependent although people have different values and lifestyles? It is essential that teachers challenge racist and sexist stereotypes, images and language.

Religious Education makes an important contribution to pupils' spiritual, moral, cultural and social development and is an important subject in the support and implementation of our Single Equality Policy. We teach RE to all children, whatever their ability. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of pupils with learning difficulties and we consider the targets set for those pupils in their Individual Education Plans (IEPs).

Any work on Religious Education should ensure the underlying commitment to the principles that:

- All people have a right to their own beliefs
- No one has the right to force those beliefs on others
- No one belief should be presented as a superior to any other
- Respect should be shown to those people who do not have any particular faith
- No one should be discriminated against in any way for holding a belief that differs from that held by others
- The importance and validity of each individual's role in the observance of their beliefs should be emphasised regardless of their ethnicity, sex, a learning or physical disability
- No one should be discriminated against because of a code of dress, diet or religious observances
- A global perspective is necessary, as the experience of a faith community in Britain may be different from those of the same faith elsewhere
- Faith and culture are not one and the same and should be explored as separate concepts
- That within any faith community there are different traditions, customs and practices
- Stereotypes should be challenged and material explored for bias
- Language used is not sexist or racist
- A multi-faith approach encourages open-mindedness and enables the exploration of discrimination and prejudice
- Pupils withdrawn from lessons at the request of parents should not be made to feel different-either superior or inferior. Reasons for their withdrawal i.e. parental conviction rather than individual specifics could be discussed with the class to prevent any misunderstanding

The above points are in no way definitive and cannot replace discussion of issues amongst staff and pupils.

Use of ICT
We use ICT in RE teaching where appropriate. Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in RE. We will continue to expand the use of digital resources to enhance RE learning, including interactive platforms, virtual visits to places of worship, and online resources that promote critical thinking and engagement with diverse worldviews. This supports accessibility and engagement, especially for children with additional needs or remote learning requirements, and aligns with the school's commitment to innovative pedagogy.

Assessment, Recording and Reporting
The assessment, recording and reporting of pupil's progress in RE will be conducted in a way which is consistent with the school's policy. Assessment and reporting practices in RE will also align with the OFSTED framework expectations, ensuring that progress is monitored effectively and that teaching is responsive to children's needs, including those with SEND and EAL. This includes using assessment data to inform curriculum adaptations and interventions, ensuring all children make progress in line with their potential. It will recognise that, whilst knowledge can be assessed, there will be aspects of pupil's work, which it would not be appropriate to assess.

For example, it would not be appropriate to assess:

- Matters which pupils may wish to keep to themselves. This means that pupils should never be pressurised into disclosing personal or private information, and no assessment or judgement should be made of their willingness or unwillingness to do so.
- Whether pupils' own beliefs and values are 'right' or 'wrong'. Whilst discussion of these matters will be part and parcel of the dialogue of the classroom, they are not issues for assessment. This supports the idea that RE should be open to pupils of any religious persuasion or of none.

Assessment, recording and reporting of RE will:

- Help pupils to recognise the degree of progress which they have made in RE
- Help pupils to identify ways of improving their work
- Provide information, which is useful to the intended audience, in language, which can be easily understood (e.g. by pupils, parents, other teachers, other schools etc.)
- Ensure that pupils are actively involved in the process of reviewing their own work,
- Be manageable in the time available, make reasonable and realistic demands on teachers and minimise the amount of unnecessary duplication,
- Be conducted in the kind of positive, supportive and constructive climate, which recognises the needs and anxieties of pupils
- Be based on the range of types of assessment tasks (covering both learning about and learning from Religion) that helps pupils to continue to develop their understanding of the key elements of the RE syllabus.

For each unit in Key Stage 1 and 2, the school will use the assessment ideas and formative strategies provided by Kapow RE. These tasks will be cross referenced with the Coventry & Warwickshire Agreed Syllabus unit plans to ensure there is parity. This assessment information will be used to assist teachers in identifying the levels at which pupils are working at. This will enable teachers to report to parents on pupil's progress in the subject.

The RE subject lead will build up a portfolio of examples of student work, including displays; written and visual materials as well as visit and visitor pictures, which will help exemplify the quality and range of work within the subject throughout the school. This can also be used to illustrate performance and identified outcomes at the end of each Key Stage.

Resources
We are continually reviewing resources in our school to be able to teach all the RE units in our Scheme of Work. We keep these resources in the main store cupboard where there is a box of resources for each unit or topic. In the library we have a good supply of RE topic books to support children's individual research.

Monitoring and review
The RE subject lead will undertake regular monitoring and evaluation of teaching quality, curriculum impact, and child outcomes in RE. Findings will inform the school's development plan and professional development priorities, ensuring continuous improvement and alignment with whole-school priorities. This will include lesson observations, colleague development and support, work scrutiny, and child interviews to gather comprehensive evidence of the quality of RE provision.

Appendix 1: Collective Worship Policy and Guidelines

Introduction
At Eastlands Primary School we recognise that the daily act of Collective Worship is distinct from Religious Education and that this is intended to promote the spiritual development of all our pupils. Collective worship will reflect the diverse religious, non-religious, and cultural backgrounds of our children and community, including secular perspectives that promote shared values such as respect, kindness, responsibility, and critical thinking. This will be achieved through a variety of themes, stories, and activities that resonate with all children, regardless of their beliefs.

Aims
Collective Worship contributes significantly to the ethos of the school and it is our aim that it will provide opportunities to:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- contribute to a sense of unity and community for the school as a whole

Objectives
To develop a sense of:

- awe, wonder and mystery
- interdependence with the natural world
- self-worth and the value of others
- awareness that life involves choices of belief/attitude/behaviour and relationships and that there are issues of meaning, purpose and value in life

Principles of Collective Worship/Assembly
At Eastlands Primary School all acts of worship/assemblies are based on the principles that they should be:

- inclusive
- educational
- spiritual

Collective Worship should contribute to the spiritual, moral, social and cultural development of all pupils.

Organisation
We hold a daily act of Collective Worship, either as a whole school, classes or key stages.

They will include examples from various religions and cultures, and will be linked to:

- religious events and festivals- linked to the calendar of Religious Festivals for the World's major religions for the year
- special days
- special events in the life of the school
- topics being undertaken
- current affairs and issues

Where appropriate, outside speakers will be invited into school to lead Collective Worship, for example Rugby Youth For Christ and representatives from local charities.

We conduct assemblies in a dignified and respectful way. We regard it as a special time when pupils may be asked to reflect calmly and thoughtfully and are expected to behave in an appropriate manner.

We create an appropriate atmosphere by using music and sometimes artefacts that act as a focal point for the attention of the pupils.

Whenever possible the creative arts will be used to enhance the delivery of Collective Worship.

Any issues arising from Collective Worship will be responded to with compassion and sensitivity.

Achievement
Assemblies offer an opportunity to acknowledge and reward our pupils for their achievements both in and out of school. They play an important part in promoting the school's vision, which is that pupils

'…will be inspired and motivated to learn, develop and achieve through commitment, team work and a sense of belonging to a caring school community.'

We invite parents, family and friends to our Achievement Assembly, to celebrate the achievements of pupils. This promotes the community spirit of the school and is a practical demonstration of the positive relationship and the strong links between home and school.

Parents are also invited to attend their child's class assembly, showcasing the work that the pupils have been doing in and out of class.

Collective Worship Timetable as per our assembly rota.

Resources
Resources to support the delivery of Collective Worship are stored in the main store cupboard, along with RE curriculum resources.

Legislation
In line with the 1988 Education Reform Act, which states that Collective Worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and the traditions of the Christian Church.

While the majority of acts of worship in our school are broadly Christian, we also hold assemblies that reflect other religious traditions that are represented in our school and the wider community.

Right of Withdrawal
Collective Worship is regarded as an essential part of the development of the whole child and as such is recognised by staff and governors as an important part of daily learning.
We expect all pupils to attend assemblies. However, any parent can request permission for their child to be excused from attending collective worship and the school will make alternative arrangements for the supervision of the child during the period concerned.
Parents do not have to explain or give reasons for this, as stated in the 1988 Education Reform Act.