



RS and Collective worship policy

Status

Statutory

Purpose

RS is a statutory subject within a non-statutory National Framework. The Education Act 2002 states that RE is a distinctive but core part of the basic curriculum for maintained schools in England. The School Standards and Framework Act requires the curriculum to be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibility and experiences of later life.'

The 2010 Non-statutory Guidance for RE in English Schools states that schools should consider how RE contributes to the 5 ECM outcomes by:

- Offering information on and insights into the impact of beliefs, practices and values, and whether they might be healthy or unhealthy.
- Allowing pupils to explore the value of safety in relation to attitudes to authority, property and relationships, and the impact of ideas, and to develop social skills and empathy for others in considering these issues.
- Challenging pupils in ways that stimulate them and give them an enjoyment of learning, a sense of achievement leading to better motivation, and a belief in their capacity to respond well to people and ideas.
- Fostering a sense of self-awareness, belonging and identity that manifests itself in positive participation in school and community life.
- Raising issues of immediate and future relevance to pupils economic well-being, for example, attitudes to wealth and poverty, skills for living and working in a diverse society, the ethics of war and peace, sustaining the planet, and the use of money.

Who/what was consulted

West Berkshire Locally Agreed Syllabus 2006-2011

Education Act 2002

School Standards and Framework Act
2010 Non-statutory Guidance for RE in English Schools

Roles and responsibilities of headteacher, other staff, governors

This is the core of the policy and the most detailed part.

Every maintained school in England must make provision for RE for all registered pupils, including those in the sixth form, except for those withdrawn by their parents, or withdrawing themselves if they are aged 18 or over, in accordance with Schedule 19 to the School Standards and Framework Act 1998.

The **governing body and headteacher** must:

- Ensure that RE is provided as part of the school's basic curriculum, following the locally agreed syllabus.
- Provide an annual report to parents or carers giving brief particulars of progress and achievements in all subjects including RE (Regulation 6, Education (Pupil Information) (England) Regulations 2005, SI 2005/1437).

In addition to fulfilling their legal obligations, and according to the 2010 Non-statutory Guidance for RE in English schools, the governing body and headteacher should also make sure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum.
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD.
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion.
- Where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject.
- Teachers explore how pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion.
- Clear information is provided for parents on the RE curriculum and the right to withdraw.
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so.
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress.

- Where there are insufficient teachers in a school who are prepared to teach RE, the headteacher ensures that pupils receive their entitlement to RE. In these circumstances, headteachers may wish to seek advice from their LA or SACRE.

Class teachers/others are responsible for:

- Ensuring that the lessons delivered meet the requirements of the Locally Agreed Syllabus.
- Ensuring that students have the opportunity to meet both Assessment Objectives (Learning from Religion and Learning about Religion).
- Giving students opportunities to engage in topics relevant to promoting community cohesion.
- Providing students with learning opportunities both inside and outside the classroom that allow them to develop awareness and understanding of a variety of different belief systems.
- Planning and delivering lessons, and assessing students' work in line with school policy.

Arrangements for monitoring and evaluation

For policies to be effective they should be monitored & at an appropriate point their impact assessed/evaluated. Lesson observations take place with particular focus on out of subject teachers. Student and staff feedback is also used in the evaluative process.

Relationship to other policies

Make a note of linked policies & cross reference them to ensure a coherent approach to policy writing.

Date established by governing body: 13 October 2010

Date for full implementation: October 2010

Date for review: October 2011