



Lakelands
Academy

RELIGIOUS STUDIES AND COLLECTIVE WORSHIP POLICY

**NEXT REVIEW:
SUMMER 2025**

Purpose of the Policy

This policy statement defines the way in which the school provides religious education and collective worship in accordance with Circulars 3/89, 1/94 and the proposed new guidance on Religious Education in English Schools 2009.

The Board of Governors shares responsibility with the Headteacher for ensuring that statutory requirements are met.

The school uses the Shropshire Agreed Syllabus for Religious Education. All students at Key Stage 3 have one hour per week of Religious Education. At Key Stage 4 Religious Education is covered within modules as part of the Personal Social, Health and Economic Education (PSHEE) programme which is taught by a team of teachers as well as Thought For The Week.

AQA GCSE Religious Studies is also offered at Key Stage 4 within the Guided Choices framework.

If parents request that their child is withdrawn from RE, alternative arrangements are made for their supervision.

Statement of intent

Religious Studies

Lakelands Academy recognises the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally agreed syllabus of the Local Authority.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practice, and evaluate their work.
- All pupils understand all elements of RE, as per the locally agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

Progression of academic achievement occurs consistently throughout the key stages and post-16 study.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Education Reform Act 1988
- The Education Act 1993
- The School Standards and Framework Act 1998
- DfE (2023) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (1994) 'Religious Education and Collective Worship'
- DfE (2012) 'Religious education (RE) and collective worship in academies and free schools'
- DfE (1994) Religious education and collective worship (Circular 1/94)

This policy has been created in conjunction with the following school policies:

- Equality Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Education Policy

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Managing and maintaining writing resources.
- Liaising with the SBM to purchase further resources.
- Liaising with teachers across all phases.

- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing, and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons and Thought of the week.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.
- Reviewing and updating long-term and medium-term lesson plans on an annual basis and communicating these to teachers prior to the start of a new term.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally agreed syllabus of the Local Authority.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally agreed syllabus of the Local Authority.
- Liaising with the subject leader about key topics, resources, and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an [annual](#) basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.

- Advising staff on the use of teaching assistants in order to meet pupils' needs.

Curriculum

Lakelands Academy adheres to the locally agreed syllabus of the Local Authority.

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

The school will make provisions to account for parents' right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Teaching and learning

The RE curriculum is delivered at least once a week for KS3 and KS4.

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating
- Dramatic performance

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings, and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

Homework

Homework will be given once every half term as a project at KS3 and fortnightly at KS4.

Homework will be made relevant to the weekly learning objectives.

It is at the discretion of the teacher to set extra homework if it is required.

Tasks will exercise pupils' core skills of reading, writing, and spelling, and also assess the pupils' understanding of the weekly learning objectives and topics covered.

Assessment and reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year.

Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each of the four annual topics to measure pupils' development.

The results from formative assessments will be used to inform teachers' lesson plans.

Summative assessment will be carried out at the end of a unit of work. Teachers will use the results to assess pupils' overall achievement for each half term. This information will be passed on at the end of the school year to each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their religious studies.

All grades will be reported to the pupils in spoken and written form at the conclusion of each assessment by the subject teacher.

Standardised tests will be used once a year, towards the end of the academic year, for Year 9 this will take place before option choices to measure each pupil's attainment in all areas of RE. These results will be compared with an 'average' for all pupils of that age.

Verbal reports will be provided at parent-teacher interviews during the autumn and spring terms.

Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

The progress of pupils with SEND will be monitored by the SENCO. The SENCO will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively.

Resources

Writing resources, such as books, dictionaries, and thesauruses, are stored in each classroom.

Writing equipment and resources will be easily accessible to pupils during lessons.

The school library will contain an array of resources to support pupils' learning.

Equal opportunities

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

Collective Worship

At Lakelands Academy we recognise our statutory duty to provide collective worship for all our pupils and will provide 20 minutes of worship twice a week via Thought for the Week and Assemblies to enable pupils to explore their own beliefs and consider spiritual and moral issues.

The acts of collective worship will be wholly or mainly of a broadly Christian character; however, other faiths and cultures will be represented.

Definition of collective worship

'Worship' is not defined in the legislation; therefore, for the purpose of this policy, "collective worship" reflects an act which is special or separate from ordinary school activities.

To take part in collective worship implies more than a passive attendance, such that it should have the ability to elicit responses from pupils even though they may not feel able to actively identify in the act of worship on a particular occasion.

Aims of collective worship

Collective worship aims to:

- Provide the opportunity for pupils to worship God.
- Enable pupils to consider spiritual and moral issues, as well as explore their own beliefs.
- Encourage participation and response via active involvement or through listening and participating in the worship offered.
- Develop a spirit of community and an understanding of individuals with other beliefs.
- Acknowledge diversity and affirm each individual's life stance, whether religious or not.
- Promote a common ethos and shared values.
- Reinforce positive attitudes.
- Provide pupils with the opportunity to plan, lead or contribute to discussions on key themes and topics, e.g. morality.
- Provide a peaceful environment to enable stillness, prayer and reflection.
- Help pupils to develop an awareness of their community and the spirit of helping others.

Organisation and planning

The school will implement collective worship in line with advice given by the Standing Advisory Council on Religious Education (SACRE).

Every pupil will participate in the act of collective worship unless they have been withdrawn in line with the Right to withdraw section of this policy.

Worship will be of a broadly Christian character; however, there will be influences from other religions found in the local community.

The headteacher is responsible for creating the agenda for collective worship in discussion with the governing board.

The content of all acts of collective worship will be considered to ensure suitability and relevance to pupils of all ages and backgrounds.

The school may invite visitors or guest speakers to speak during collective worship, in accordance with the timetabled theme.

Implementation

The school will promote rich and meaningful experiences of collective worship that are appropriate to pupils' needs, ages and interests through Thought of the Week.

Presenting displays that promote and enhance spiritual ideas and thoughts.

Encouraging pupils to reflect and contemplate on their thoughts, feelings and beliefs.

Using artefacts, secular stories, resources, music, art, drama, and guest speakers to engage pupils' interest.

The school will take into account pupils of different ages and abilities when delivering the collective worship programme.

The school will arrange for learning mentors to assist pupils with SEND if the need arises, in accordance with the Special Educational Needs and Disabilities (SEND) Policy.

Right to withdraw

Parents will have the right to withdraw their child from collective worship and will not be required to provide a reason for doing so.

Parents will be encouraged to discuss their decision with the headteacher following a request of withdrawal in terms of:

- The elements of worship in which the parent would object to the pupil taking part in.
- The practical implications of their withdrawal.
- Whether the parent will require notice in advance of such worship, and if so, what period of notice is preferred.

Alternative arrangements will be put in place for pupils who are withdrawn from collective worship.

Alternative arrangements may involve religious worship relevant to their particular faith or denomination provided that:

- The effect of the alternative provision would not replace the denominational collective worship with that of the statutory, non-denominational worship.
- Such arrangements can be made at no additional cost to the school.

The alternative arrangements will be consistent with the overall purposes of the school curriculum

Monitoring and review

This policy will be monitored and reviewed every three years.

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally agreed syllabus of the Local Authority.

Any changes to the locally agreed syllabus of the Local Authority will be communicated to the headteacher.

Any changes to this policy will be communicated to all teaching staff.