



**Woodgrange Infant School**  
**Religious Education Policy & Collective Worship Statement**

We aim to create a happy and secure atmosphere in which each child is respected as an individual who is beginning to find their place within wider society. We are fortunate in having children of many cultures attending our school so that from a very early age we are learning to live together and are helping to create a more harmonious society.

**The aims** of Religious Education at Woodgrange are:-

- to awaken and develop an awareness of the spiritual side of life
- to examine questions relating to human existence and purpose
- to know, understand and respect the beliefs of others, including those who do not follow a faith
- to discover the significance of commitment to a personal faith and how it affects our lives
- to appreciate and contribute to a multi-faith community

**How we teach Religious education**

Children are taught the knowledge, skills and attitudes as outlined in the Agreed Syllabus for the London Borough of Newham. The agreed syllabus provides a single point of reference encompassing statutory requirements, good practice and recommendations.

The Newham syllabus reflects the religious faiths and traditions represented in the locality. The religions taught include: Christianity; Islam; Hinduism; Sikhism; Buddhism and Judaism.

The religions most commonly represented in our school are Christianity (19%), Islam (36%)

We also acknowledge that an increasing and very significant number of our children’s families state they have no Religious beliefs (33%) and take care to respect and value this in our teaching.

Children have high quality RE lessons, which will be taught over a week each half term. We find this allows us to explore each topic in greater depth than having short weekly lessons.

Topics covered in Reception are:

What is special to me and others?					
The Good Samaritan (Stories)	- What happens at Diwali? (Celebrating)	- My Muslim Faith (Aspects)	- What happens at Passover (Celebrating)	- How do we make friends? (Aspects)	- The Lost Coin (Stories)
- What happens on Buddha Day?(Celebrating)	- What happens at Christmas? (Celebrating)	- The Donkey in the Tiger Skin (Aspects)	- What happens at Easter? (Celebrating)	- What happens at Eid-UI-Fitr/Adha? (Celebrating)	

Topics covered in Year 1 are:

What does it mean to belong?					
What does it mean to belong to Christianity?	How do Christians celebrate Christmas? church visit	What does it mean to belong to Sikhism?	What can be special about living with family and friends?	How do Hindu people belong?	What does it mean to belong to Islam?

Topics covered in Year 2 are:

What can we learn from special stories?					
Why did Jesus tell stories?	Why are different books special for different people?	What can stories teach us about peace? OR What can stories teach us about forgiveness?	Why is Easter important to Christians?	How does special food and fasting help people in their faith (all religions)?	Where did the world come from and how should we look after it?
	Gurdwara visit				

### **How do children learn in Religious Education lessons?**

RE lessons include opportunities to discuss; to share experiences; to handle artefacts; to ask questions; to explore ideas; to learn about customs and practices. Lessons use artefacts; video clips and photographs; information books; visits to places of worship and discussions with visitors to explore ideas and develop understanding.

### **Religious education in the Early Years Foundation Stage**

Religious Education is not a formal or legal requirement for children under 5 years of age. However elements of understanding faith, spirituality and beliefs are integral to the area of learning “knowledge and understanding”. Children explore their cultural and spiritual identity through play and discussion with other children and adults.

### **Including all children**

All children, irrespective of intellectual ability, race, language, gender or physical disability, have an entitlement to access the programme of study at an appropriate level. Activities are planned in such a way as to encourage participation by all children irrespective of ability.

### **Parental Right to withdraw**

Parents have the statutory right to request that their child be exempt from the study of R.E, although this right is very rarely taken up. Any request should be discussed with the Headteacher before being made in writing.

### **How will we know this policy is effective?**

Children will show good understanding of each other’s faiths and customs and be happy to share their own experiences- even where they do not practise a religion- evidenced by children’s attitudes towards each other being respectful.

High levels of participation in visits to places of worship will show that we are successfully fostering tolerance and understanding within our multi-faith community.

### **Statement on Collective Worship**

The 1988 Education Act requires that children (aged 5 or over) take part in a daily act of collective worship which “shall be wholly or mainly of a broadly Christian character”.

Collective Worship provides pupils with space for reflection and thought and helps to develop their sense of self and spirituality.

An act of collective worship at our school is a short moment of reflection or thought focused on a particular theme. Children are encouraged to think about an idea while they look at a candle; watch a wordless video, listen to a poem or prayer or piece of music.

This takes place in class each day.

Stories are carefully chosen from a wide range of cultural sources and religious traditions, as well as children’s fiction, to ensure the themes relate to children’s experiences and are relevant to their age and understanding.

Stories explore a wide range of moral and spiritual issues.

Themes include:

Feelings

Caring for others

Friendship

Special days

There are very close links to personal, social health education.

### **Examples of stories we use are:**

Beegu - being kind to new arrivals- developing empathy

Giraffes can’t dance- developing resilience- reflecting when things have been hard- who can help us

Grandad’s island- special family members/ loss of a grandparent

The Magic Feather - self belief

### **Monitoring and evaluation**

The Head teacher and Staff and Governing Body will review this document regularly.

The Governing body will monitor the arrangements for the teaching of RE and the arrangements for Collective Worship.