



Kirkbie Kendal School Academy Trust

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Member of Staff Responsible for review:	Head of Life Skills (NBs)
Governors' Committee/SLT Responsible:	Curriculum
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Date for next scheduled review:	Dec 22

Change Record		
Version	Date	Description
1.1	Curric 4 Dec 18	Changes to Attainment, Collective Worship Sections. Removal of Headteacher Section to Roles & Responsibilities
1.2	Curric 8 Dec 20	CONTENT section: topics studied updated for KS3 and 4
1.3		
1.4		

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"Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies support the Child Protection Policy."

KIRKBYE KENDAL SCHOOL

RELIGIOUS AND COLLECTIVE WORSHIP POLICY

RELIGIOUS EDUCATION

Religious Education (RE) is one of the essential parts of the curriculum which promotes the spiritual and moral development of all young people.

AIMS

The Governing Body and the Head teacher believe that all students have the right to study RE in such a way that it becomes an exciting journey, which is continued throughout school life and beyond. They believe that it is possible to deliver such a curriculum throughout an individual's school career that is relevant to his or her level of development and understanding.

We believe at KKS that RE should contribute to the spiritual, moral, cultural, social and intellectual development of students through them learning about religion and also learning from religion. The RE syllabus does this through the study of major religions and by making this study relevant to each student's own experiences. The RE curriculum supports the Spiritual Moral Social Cultural (SMSC) agenda and British values of mutual respect, fairness and tolerance of those with different faiths and beliefs and to those without faith. Our curriculum teaches into the present agenda and learns about diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.

LEGAL REQUIREMENTS

As required by law, RE at Kirkbye Kendal School is provided according to the Cumbria Local Authority (LA) Agreed Syllabus (1991 reviewed in 2017) based on the national model. KKS is non-denominational and the range of style and content of RE lessons is deliberately extensive. It follows the advice within the national model that at least 5% of the total curriculum is spent on R.E., in addition to the input from Collective worship.

ATTAINMENT

Students are formally assessed three times throughout the year and are then given a progress grade: E, G, S, L based upon their flight path and score achieved in each assessment.

CONTENT

- Key Stage 3 (Years 7, 8 & 9) – all students have three lessons of Lifeskills over two weeks (four lessons per fortnight in Year 8). Christianity, Buddhism, Hinduism and Islam are all covered. In Key Stage 3 (KS3) we introduce philosophical and ethical issues in relation to Christianity.
- Key Stage 4 (Year 10) covers philosophical and ethical issues. A full course GCSE is also offered.

APPROACH

There are two key skills that are particular to RE and these will be developed at all stages. They are reflection, which includes reflecting on feelings, relationships, experiences, beliefs and practices, and empathy, which includes:

- the consideration of others and their beliefs, feelings, thoughts, attitudes and values;
- the development of the power of the imagination in identifying feelings such as love, wonder, forgiveness and sorrow;
- seeing the world through the eyes of others and seeing issues from their standpoint.

In addition, the development of the following attitudes is seen as a prerequisite for understanding different religions and learning from that experience:

- Fairness (listening to others' views without prejudgement, careful consideration of others' views, a consideration of evidence and argument, and recognition that things do not always appear to be what they seem)
- Respect (for those who have different beliefs and customs, for others to hold their own views, that avoids ridicule and discerns between that which is worthy and that which is not, for deeply held convictions, for the needs and concerns of others)
- Self-understanding (of self-worth and esteem, and of the personal relevance of religion)
- Enquiry (including curiosity, interest in the unknown and beyond, living with ambiguity and paradox, searching for meaning, acknowledgement of bias and prejudice in oneself).

RE has an important role to play in the provision of SMSC and the promotion of British values.

COLLECTIVE WORSHIP

School Assemblies furnish the education provided by the School with a spiritual and moral dimension. In accordance with the values of the school, which are concerned with mutual respect, cultural diversity and social inclusion, prayer and collective worship (whenever possible) is of a broadly Christian character.

All schools are required by law to provide Collective worship for registered pupils (apart from those withdrawn by their parents. The Head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the Collective worship after consulting with the Governing Body. Collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend upon the family background, ages and abilities of our students.

Collective worship will include all students unless they have been withdrawn by their parents.

Collective worship will provide the opportunity for students to:

- Listen to visiting Speakers invited into the School
- Reflect on values that are of a broadly Christian nature and on their own beliefs
- Develop a community spirit, a common ethos and shared values
- Consider spiritual and moral issues
- Celebrate success and reinforce positive attitudes

Collective worship, whether in assembly or lessons will:

- be acceptable to the whole community, staff and students;
- include a variety of elements, at different times, comprising music, drama, dance, reflection, poetry, biblical extracts and extracts from the Koran, Tenakh, Guru Granth Sahib and Upanishads and other faith texts;
- take place in an environment of worship created by the use of artefacts, music and quiet entry and exit
- be undertaken by tutor or form groups; involving the students wherever possible.

This policy was approved by the Governing Body, following consultation with staff, students and parents. It should be read in conjunction with the School's Curriculum, Curriculum Complaints, Equal Opportunities and Race Equality policies.

MONITORING AND EVALUATING

This is an ongoing process in the light of new ideas and resources. Teachers will evaluate the effectiveness of their teaching and the students' learning and these evaluations will form part of the method of review as outlined in the School Improvement Plan that is carried out by the Subject Team Leader. The Governor's Curriculum Committee will receive a report from the Head teacher annually on the themes covered in the daily acts of Collective worship and how they complement the school's aims and values.

ROLES AND RESPONSIBILITIES

ALL STAFF:

- Although teachers have the right to withdraw from the teaching of RE, it is hoped that as the situation demands, that teachers will contribute to the teaching of the subject, whatever their personal beliefs and commitments, apart from those appointed to teach RE. Teachers are also asked to participate in and make an active contribution to Collective worship and encourage students to be actively involved, through reading, music, drama, visual aids and dance.

THE GOVERNING BODY:

- will consider before approving the arrangements for Collective worship and any requests for exceptions.

PARENTS:

- have the right to withdraw their children from RE. and/or Collective worship. KKS requests that parents who have religious or moral reasons for wishing to withdraw their child from R.E or Collective worship, discuss this with the Head teacher and/or the RE Head of Year (HOY) before reaching a final decision. If they wish to withdraw their child, they should write to the Head teacher informing him/her of their decision. Arrangements will then be made for the student to undertake independent study.

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