



# RE and Collective Worship Policy

**Cranleigh C of E Primary School**

**Date of Policy:**  
**Intermittent Review**  
**Schedule of Review:**  
**Next Review Date:**

Spring 2026  
Autumn 2026  
Every Year  
Autumn 2027

## Purpose

As a Voluntary Controlled Primary School, Religious Education is taught in accordance with the SACRE Agreed Syllabus 2007. There is a strong Christian ethos at the school, and close links with the parish church of St Nicolas.

The 1988 Reform Act states that the daily act of collective worship should be part of a balanced curriculum which promotes the spiritual, moral, cultural and social development of pupils and should be wholly or mainly of a broad Christian nature. This policy outlines our approach to worship as a central aspect of school life and its links to our Values and Distinctively Christian School Ethos.

## Aims

Collective worship at Cranleigh C of E Primary aims to :

- Present Christian beliefs in a lively and inspirational way
- To provide a forum for collective response and time for collective reflection
- To develop a feeling of belonging and sense of identity
- To celebrate what is good and worthwhile in the school and wider world
- To share religious stories and the language associated with worship as an educational experience

RE Aims:

- To enable pupils to acquire knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- To develop the ability to explore, reflect on and respond to human experience, drawing on their study of religion
- To develop skills of exploring, investigating and learning about religion
- To develop understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- To develop the ability to make reasoned and informed responses to religious and moral issues
- To promote spiritual, moral, social and cultural development
- To promote citizenship
- To promote key skills.

## Spirituality

Spirituality is in all areas of our curriculum. Assemblies and collective worship follow a format to encourage prayer and the opportunity for reflection, music and collective response for pupil voice. We refer to our clergy, who lead regular assemblies for advice on promoting spirituality in what we do. Prayer is an integral part of the school day for all children. As well as a prayer led in

assembly, pupils are encouraged to reflect at the end of each day and say a prayer together. Opportunities for pupils to talk to God in prayer include both a selection of known prayers, used regularly as well as their own prayers.

Each class has a set of Reflection Cards which Class teachers use at the end of each day to enable the children to reflect upon certain areas and the use of Christian Values throughout the day.

We have quiet contemplation/prayer area where the children and staff can pray or reflect if they choose. Christian symbols, the Bible, prayer books and other artefacts are included throughout the school, as appropriate. Every day there is a worship activity, either as a whole school, key stage or class worship, however RE is distinct from Collective Worship. A member of the Clergy delivers worship every Tuesday to either Key Stage on rotation. This forms part of our enrichment, together with regular visits to local places of worship.

### Planning and Format

Collective worship:

We hold morning workshops as follows-

Monday	Tuesday	Wednesday	Thursday	Friday
Singing Prayer Celebration of our work and learning gifts	Our Local St Nicolas Church hosts our worship on school site	Singing Prayer Roots Worship and/or Teacher made. Celebrating Faiths/people and relating to our Christian School Value	Singing worship Prayer	Singing Prayer Celebrating our achievements

Each half term our workshops are themed according to our Christian school values of:

<p>Friendship</p> <p>Hope</p> <p>Thankfulness</p>	<p>Forgiveness</p> <p>Compassion</p> <p>Endurance</p>
---------------------------------------------------	-------------------------------------------------------

### Religious Education enrichment

We take part in Key stage workshops that are hosted by various year groups across the school, whereby we attend our local church St Nicolas, inviting our school families to celebrate with us. Annually we attend St Nicolas for Easter, Christmas and Harvest festivals.

## Religious Education at our school

As a Church of England school within [The Good Shepherd Trust](#) and the [Diocese of Guildford](#), Religious Education at Cranleigh C of E Primary School is a core subject and our Christian faith underpins the [mission, vision and values](#) of our school community. Through our R.E. teaching, our daily distinctive act of collective worship, provision and links with [St. Nicolas Church](#), we seek to give our pupils a rich variety of experiences from which they can develop knowledge and understanding of, and respect for, all faiths, explore their own beliefs and develop community spirit.

We follow the revised Surrey SACRE (Standing Advisory Council on Religious Education) which can be viewed below. This Agreed Syllabus takes into account legal requirements; local and national factors; the age, aptitude, attainment and experience of pupils; the views of the local community, including parents; and ensures educational rigour and challenge.

RE lessons take place weekly for 1 hour sessions, as we celebrate it as a core subject. Within our classrooms you will find work books and floor books related to religious education.

Every classroom has a reflective space, whereby children of all faiths can come and reflect, pray, or consider their actions and values.

The curriculum is based on the Programmes of Study detailed in the Surrey Agreed Syllabus.

All staff are responsible for teaching Religious Education in their class in response to this policy statement, using the curriculum map and following the Units of Work from the Agreed Syllabus, appropriate schemes of work and Early Learning Goals. The curriculum map is reviewed at the end of each year, depending on class organisation.

Planning: Teachers use Early Learning Goals, the Surrey units of work and other documents for their medium-term planning and a copy of their plans and coverage subject blocking is given to the Religious Education Subject Leader. RE is planned for both as a discreet subject and, where appropriate is linked to the classes project. As with all other subjects RE is delivered through a variety of learning areas. Teachers will identify curriculum links with literacy, numeracy, equal opportunity, multicultural.

Record Keeping and assessment: Teachers keep an ongoing record of progress, matching the pupil's performance against learning objectives detailed in the teaching units upon which their plans are based. KS1 classrooms have floor books and KS2 have both individual and floor books.

Monitoring: The RE Subject Leader monitors the teaching of Religious Education by-

- matching the teacher's plans against the curriculum map
- reviewing planning to check on key questioning, differentiation and planned outcomes.

Class teachers and the RE Subject Leader will respond to evaluations appropriately e.g. by identifying resources or amending the curriculum map for the future. Classroom monitoring is done when identified as a priority in the School Improvement Plan.

Resources: An inventory of resources is maintained and updated as and when new resources are purchased, or old ones become obsolete. It is the responsibility of the RE Subject Leader to monitor the Religious Education budget and prioritise spending to meet identified needs.

ICT: Pupils will be given opportunities to develop their ICT capabilities through the use of ICT tools to support their learning in Religious Education e.g., word processing and Internet sites, e-mail and digital cameras etc.

## **Key Skills**

Progression in RE depends upon the development of the following generic learning skills:

Working with others- Pupils collaborate with others in both small and larger groups to investigate, interpret and evaluate religious beliefs texts and practices.

Communication- Pupils are encouraged to reflect on their own ideas, feelings, and responses to religious and moral issues and to gain insight into and empathise with those of other people

Making links and connections- Pupils are encouraged to make the association between religion and individual, community, national and international life and the expression of such religious belief in ritual and practice.

Information technology- As above.

## **Teaching religious education to children with special educational needs**

At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs. Assessment against the National Curriculum allows us to consider each pupil's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEND will lead to the creation of an Individual Education Plan (IEP) for pupils with special educational needs. The IEP may include, as appropriate, specific targets relating to religious education.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to the Cathedral, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Where pupils have been identified as gifted or talented, they are added to the school register, and they are carefully monitored to ensure they reach their potential.

### **Equal Opportunities**

All pupils need to be aware of and sensitive to the diverse cultural society in which we live. All pupils are entitled to a broad and balanced curriculum regardless of gender, special educational needs, disabilities, social or cultural background, ethnic groups or diverse linguistic background.

We aim to provide all children with relevant and appropriately challenging work by:

- Setting suitable learning challenges
- Responding where possible to pupil's diverse learning needs
- Overcoming barriers to learning and assessment for individuals and groups of pupils.  
This may be achieved by providing an individual education plan which addresses their particular needs and provides them with support needed to access all areas of the curriculum.

Almost all Religious Education offers opportunities to explore issues connected with equality of opportunity, SMSC and multiculturalism. Teachers will highlight within Religious Education units' opportunities to address these and the RE Subject Leader will check plans and evaluations to ensure that equal opportunity links are being identified. The RE Subject Leader will monitor resources to ensure that they reflect the principles set out in School's Equal Opportunity policy.

### **Management**

The Religious Education Subject Leader manages the Religious Education curriculum in consultation with the headteacher. An action plan is drawn up yearly to develop the subject and set targets.

All teachers are responsible for the teaching of Religious Education in accordance with this policy.

### **Right to Withdraw**

We expect all children and teaching staff to be present during our daily acts of worship, apart from in exceptional circumstances. Whilst we recognise that parents have a legal right to withdraw their children from worship, we would always want to discuss this first to help overcome misconceptions.