



# 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

Religious Education should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

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.

## Religious Education

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. (*Religious Education Statement of Entitlement February 2019*)

Religious Education contributes dynamically to pupils' and students' education by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE they learn about and from worldviews, including Christianity and other principal religions and beliefs (including non-religious perspectives such as Humanism) in local, national and global contexts, to discover, explore and consider different answers to these questions.

Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip them with systematic knowledge and understanding of a range of worldviews, beliefs, concepts and practices, enabling them to develop their ideas, values and identities (personal knowledge). Religious Education should also develop in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious Education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

## 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:

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied
- To engage with challenging questions of meaning and purpose raised by human existence and experience
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- To explore their own religious, spiritual and philosophical ways living, believing and thinking
- To recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;
- To develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development
- To develop the ability to make reasoned, informed and creative responses to religious and moral issues

## 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 worships 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 worships are themed according to our Christian school values of:

Friendship	Forgiveness
Hope	Compassion
Thankfulness	Endurance

## Religious Education enrichment

We take part in Keys stage worships 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.

Religious Education is taught according to the Surrey Agreed Syllabus for Religious Education 2023-2028. 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.

Within our classrooms you will find workbooks 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.

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.

### **Curriculum Balance and Time**

Reflecting the Church of England Statement of Entitlement for Religious Education 2019, parents and pupils are entitled to expect that Christianity is the majority religion studied in each year group and should be at least 50% of curriculum time. A minimum 5% of weekly curriculum time, but ideally more, meeting explicitly RE objectives, is committed to the delivery of RE.

*Note: Collective Worship is not part of the "taught day" and so is not included in the calculation of R.E. teaching time.*

### **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.

### **Teaching and Learning in Religious Education**

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- 'God': relating to theological approaches;
- 'Identity': relating to more philosophical approaches;
- 'Community': relating to sociological approaches.

These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways.

Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

### **Religious Education in EYFS**

The RE curriculum for the EYFS always starts from where the children are, often taking a child's-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point. In our school we organise our EYFS curriculum through exploration, dialogue, questioning. A reflection table with resources to learn through play is set up in our EYFS classroom, where children can interact, and explore both independently and with adult supervision.

### **Religious Education in Key Stage One**

Pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and some non-religious people.

Pupils become more aware of other peoples' worldviews and are encouraged to develop important subject-specific and cross-curricular skills.

### **Religious Education in Lower Key Stage Two**

Pupils extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and are introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. Pupils make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs.

Pupils are encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.

### **Religious Education in Upper Key Stage Two**

Pupils further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and are introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories.

Pupils continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

### **Assessment, Recording and Reporting**

Assessment in Religious Education will:

- Be directly related to the expectations of the Surrey Agreed Syllabus
- Recognise the importance of Religious Education in a Church school, while also recognising that the taught time is considerably less than that of English and maths.
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

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**

Our Local committees supports with monitoring visits and carrying out learning walks.

The Religious Education subject leader is responsible for monitoring the standards of the children's learning and the quality of teaching in religious education.

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.

### **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.

### **Resources**

Note that the Guildford Diocesan Education Resource Centre has closed but you can borrow artefacts boxes from [Guildford Cathedral Resources Library](#)

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.

### **Legal Requirements and Right to withdraw**

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child from all, or part of Religious Education, and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.

Where pupils are withdrawn from all or parts of the RE curriculum, they will engage in a personal project linked to the wider curriculum.

Date of validation..... Signed.....

Chair of Governors

Date of review..... Signed.....

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