Procedure for Religious Education and Collective Worship

Walton-on-Trent CE (C) Primary and Nursery School

At Walton-on-Trent CE Primary and Nursery School our policies and procedures have been written to comply, appropriate, with the General data Protection Regulations – GDPR 2018. Further information regarding GDPR is available on the school website.

This procedure was written after consultation with staff and presented to the Local Governing Body in 2025. This procedure will be reviewed annually.

This procedure should be read in conjunction with our Spirituality Statement 2025.

Theologically-rooted Christian Vision statement

To be a vibrant learning community aspiring to celebrate God's love and the uniqueness of each individual. This means offering kindness, honesty and respect to our global community and demonstrating courage, perseverance and ambition in order to flourish in the joy and hope of 'life in all it's fullness' (John 10.10)

Introduction

Religious Education makes a distinctive contribution not only to the school curriculum but to the whole ethos of the school by developing pupils' knowledge and understanding of Christianity and other world faiths, beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development and that of others. It is crucial in the development of values and attitudes and equips children to consider fundamental questions concerning the meaning and purpose of life.

Along with other subjects of the curriculum RE aims:

- To promote opportunities for all pupils to learn and to achieve.
- To promote pupils' spiritual, moral, social and cultural development.
- To prepare all pupils for the opportunities, responsibilities and experience of the present and future.

Intent

The aim of Religious Education at Walton is to develop a child's understanding and awareness of world religions, in particular Christianity, to inspire their curiosity and fascination about them. The R.E. Curriculum at Walton ensures that children are exposed to a range of religions, stories, cultures and to fully engage with them. This engagement strives to ensure all children are enjoying, developing and understanding their own level of spirituality through a range of experiences such as hands on learning, having visitors and going to educational places of worship

Our aims

Religious Education should enable our pupils to:

- reflect on Christian belief and see how the truth of Christianity is relevant today;
- develop skills to handle the Bible text alongside other religious texts;
- respond personally in terms of beliefs, commitments and ways of living;
- understand how Christians reflect their beliefs and values in their daily life;
- understand how religious faith can sustain them in difficult circumstances;
- learn about faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- develop accurate and sympathetic understanding of other faiths which is consistent with the school's loyalty to its Christian foundation so that mutual respect will lead to harmonious relations within communities;

- enrich their own faith through examples of holy living in other traditions;
- think deeply and explore the great questions of life and death, meaning and purpose;
- see the world through the view of different disciplinary lenses: theology, philosophy, social science and history;
- develop a sense of themselves as significant, unique and precious;
- make reasoned and informed judgements on religious and moral issues;
- become active citizens, serving their neighbour and find a reason for hope in a troubled world; and
- recognise the common human quest for justice, peace, love and the common goal of the survival of life on the planet.

Implementation

Legal requirements for Religious Education:

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)

We ensure that we comply with the legal requirements for Church schools by following the CofE's Statement of Entitlement supported by high-quality resources in Derbyshire Agreed Syllabus and Understanding Christianity and Islam.

Religious Education is taught on a weekly basis in single-age classes along with our other core subjects maths and science. Teachers follow Understanding Christianity, Understanding Islam and the Derbyshire Agreed Syllabus (for other religions). The long-term plan for RE ensures that children receive the entitlement set out by the Church of England.

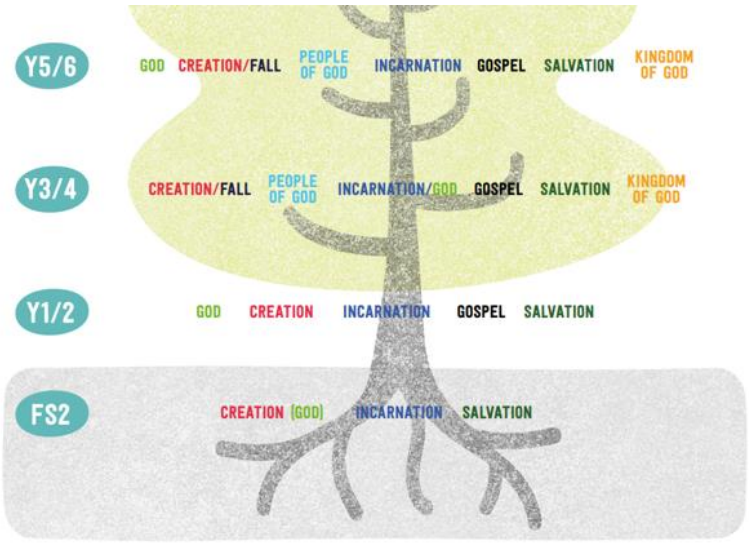
Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Creativity in R.E. is encouraged.

The main focus areas for RE are:

1. **Learning about religions (religious perspectives)**
This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.

2. **Learning from religion (human experiences)**
This includes exploring and responding to questions of identity, belonging, experience, meaning, purpose, value, commitment and spirituality.

Planning: Long-term overview for Core Concepts from Understanding Christianity



Planning: Long-term overview

Special Dates 25/26

Diwali 20th October 2025 Autumn 1
Interfaith week November 9th to 16th 2025
World Religion Day Sunday 18th Jan 2026
Eid 19th or 20th March 2026
Earth Day 22nd April 2026

Whole school Theme	**Creation**	**Christmas**	**Islam**	**Salvation**	**Holy Books**	**The World**
Year/Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	Harvest Focus Diwali Story Rangoli patterns Sand art	Nativity Story	Eid Food Mehndi patterns	Easter How is Easter celebrated?	Bible Stories Adam and Eve Noah's Ark Jonah and the Big Whale Joseph and his magical coat Daniel and the Lion's Den	Recycling Caring for animals Looking after others Christianity and worldviews
Reception	UC Creation F1 Why is the word God so important to Christians?	UC F2 Incarnation Why do Christians perform nativity plays at Christmas?	UI Islam What might we find in a Muslim home?	UC Salvation Why do Christians put a cross in the Easter Garden?	Agreed Syllabus F1 Which stories are special and why? (Bible)	Agreed Syllabus F6 What is special about our world?

Year 1	UC God 1.1 What do Christians believe God is like?	UC Incarnation 1.3 Why does Christmas matter to Christians?	Agreed Syllabus 1.2 Who is a Muslim and what do they believe?	UC Salvation 1.5 Why does Easter matter to Christians?	Agreed Syllabus 1.4 What can we learn from sacred books? (Bible)	Agreed Syllabus 1.8 How should we care for others and the world and why does it matter? Christianity and Islam
Year 2	UC Creation	Agreed Syllabus 1.6 How and why do we celebrate Special and sacred times? World views Weddings Baptism	Understanding Islam What is it like to be brought up in a Muslim home in Britain?	UC Salvation 1.5 Why does Easter matter to Christians? Digging Deeper Read Easter story Church visit	Agreed Syllabus 1.4 What can we learn from sacred books? (Qur'an)	Agreed Syllabus 1.7 What does it mean to belong to a faith community?
Year 3 Secure Christianity)	UC Incarnation/God 2A.3 What is the Trinity?	Agreed Syllabus L2.5 Why are festivals important to religious communities?	Understanding Islam Why is Muhammed important to Muslims today?	Understanding Christianity 2a.5 Why do Christians call the day Jesus died Good Friday?	Agreed Syllabus 2.2 Why is the Bible so important for Christians today?	Understanding Christianity Gospel 2a.4 What kind of world did Jesus want?
Year 4	UC 2A.1 What do Christians learn from the creation story?	Agreed Syllabus L2.5a How do people from Religious and non-religious communities	Year 4 Twinkl Food and fasting	Understanding Christianity Salvation How do Christians remember Jesus' last supper?	UC Gospel 2a.4 What kind of world did Jesus want? (Bible)	Agreed Syllabus 2.8 What does it mean to be a Hindu in Britain today?

		celebrate key festivals? World views				
Year 5	UC God 2B.1 What does it mean if God is holy and loving?	Agreed Syllabus U2.5 Is it better to express your beliefs in Arts and architecture or in charity and generosity? Shoe boxes	Islam How does Hajj show what is important to Muslims?	Salvation 2B.7 What difference does the 2B.6 What did Jesus do to save human beings?	Understanding Christianity Gospel 2B.5 What would Jesus do?	Agreed Syllabus U2.8 What difference does it make to believe in Ahimsa, grace and/or ummah?
Year 6	Understanding Christianity Creation/fall 2B.2 Creation in Science: Conflicting or complimentary	Understanding Christianity Incarnation 2B.4 Was Jesus the Messiah?	Agreed Syllabus U2.6 What does it mean to be a Muslim in Britain today	UC Salvation What difference does the resurrection make to Christian?	Agreed Syllabus U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century?	Agreed syllabus U2.10 Green Religion How and why should religious communities do more to care for the earth?

<u>Resources: Common themes</u>

All RE units of work, whichever resources they are supported by, will give the pupils the opportunity to view the world through different lenses:

- Theology
- Philosophy
- Social sciences, and
- History

Children are made aware not only what they will be learning but through which worldview lens they will view the material. Dual-coding has been utilised to make these technical terms accessible to all learners. Posters of lenses are displayed, as relevant, in R.E. lessons:



And in addition to the world lenses, we also adopt the **Windows, Mirrors, and Doors** framework which is a philosophical and spiritual tool used to explore the human experience and encourage personal growth. It provides a structured way to make sense of our surroundings, our inner selves, and our outward actions. We aim to imbed this framework across all subjects in our curriculum.

Windows (Looking Out)

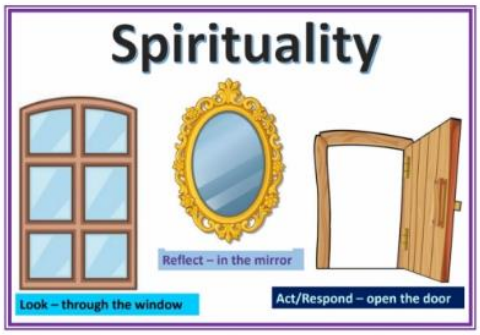
The Concept: Windows represent outward awareness, perception, and observation.
Spiritual Meaning: It is about marvelling at the beauty of the universe, recognizing "awe and wonder" (often called "wow" moments), and developing an empathetic view of the wider world and other people.
The Philosophy: It asks: *"What is out there?"* It encourages expanding your perspective, embracing diversity, and noticing the extraordinary in everyday life.

Mirrors (Looking In)

The Concept: Mirrors represent self-reflection, introspection, and meditation.
Spiritual Meaning: This is the act of looking inward to process experiences, confront emotions, and grapple with "big questions" about meaning and purpose. It builds self-awareness and personal integrity.
The Philosophy: It asks: *"Who am I?"* It forces you to evaluate your own beliefs, take responsibility for your actions, and align your inner values with your reality.

Doors (Stepping Out)

The Concept: Doors represent action, response, and forward momentum.
Spiritual Meaning: This is the application of what you have learned and felt. It means stepping through the door to act with compassion, express creativity, or make a positive change in the community.
The Philosophy: It asks: *"What will I do now?"* It centres on the idea that true spiritual and philosophical growth requires putting your values into active practice.



Resources: Understanding Christianity and Understanding Islam

The key purpose of these materials is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. It does this by integrating pupils' developing understanding of significant theological concepts within Christianity with their own self-understanding and understanding of the world, as part of their wider religious literacy.

Aims

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

Each of the elements contain a range of components. Not all of these will be used in all units, but will be used flexibly, to allow for a variety of teaching and learning experiences for pupils.

Making sense of the text

Exploring the context: Where does this fit in the 'big story'?

Exploring interpretations: Pupils' views and a variety of Christian readings

Exploring purposes: How do Christians use this text?

Exploring significance: Why does this matter?

Unveiling the concepts: How does this contribute to understanding key Christian ideas?

Considering issues ... behind, within and in front of the texts

Understanding the impact

How, then, do Christians live..?

... in the Christian community? Examining ways in which Church living grows out of biblical teaching

... in their everyday living? Examining ways in which Christians apply the Bible day-to-day

What impact do Christianity and Christians have in the world? Examining ways in which Christian belief and practice make a difference in the world

How has this had an impact on how people see the world? Examining the influence of Christian thought on 21st-century thinking and living

Making connections

Connecting texts, concepts and Christian living: Developing understanding of the bigger picture

Connecting ideas studied and pupils' own ideas: Using ideas studied to reflect on matters of personal concern

Personal and impersonal evaluation: Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking

Examining implications for pupils' understanding of self, world and others: Discerning where there might or might not be value to be gained from ideas studied

Understanding Islam does the same for one unit each in KS1, Lower KS2 and Upper KS2.

Resources: Derbyshire Agreed Syllabus

Walton uses the Derbyshire LA Agreed Syllabus for R.E. to supplement the long-term plan. The syllabus has four purposes:

1. To establish an entitlement
2. To establish standards
3. To promote continuity and coherence
4. To promote public understanding

We use the Understanding Christianity scheme as a core part of the curriculum to teach Christianity. Units from the Derbyshire Agreed Syllabus supplement teaching about our other taught faiths (Hinduism and Islam) alongside Understanding Islam.

Impact: Assessment and progression

We track the pupils' progression formatively by completing assessments at the end of each unit. These can take a variety of forms but all aim to ensure that essential knowledge such as terminology and key events can be retrieved.

Summative assessment judgements are made termly by the teacher and entered onto SONAR for tracking and monitoring.

Resources

Resources are stored within boxes in the library and children's work is completed within their Personal Development (RE and PSHE) books.

The local church is used for special services and as a key resource and, when possible, the vicar contributes to the teaching of R.E.

Rev. Derek Arnold is our Priest in Charge and Foundation Governor. He is the link Governor for Personal Development, inc. SIAMS. We also have strong links with Youth for Christ (Burton).



Collective Worship

Walton on Trent CE(C) Primary and Nursery School complies with legal requirements by providing a daily act of Collective Worship for all pupils on the school roll, unless they have been withdrawn by their parent(s) 'on grounds of conscience'.

We aim for our worship to always be inspirational, inclusive and invitational. It is designed to make children think deeper, reflect on their own thoughts, opinions and beliefs as well as producing a sense of togetherness as we share together in the assembly time.

Planning for Collective Worship

The majority of our acts of Collective Worship are 'wholly or mainly of a broadly Christian character' whilst recognising the religious, spiritual, moral, social and cultural insights provided by other principal religions and life-stances represented in Derbyshire and in Great Britain. Collective Worship at our school is one of a number of means that the school uses to support the children's understanding and engagement of their spiritual, moral, social and cultural development.

Collective worship is primarily led by school staff but is also led by Rev Derek or Rev Bill (around once a month in school), Pupil Worship leads (around once a month) and also Burton youth for Christ (around once a term).

We create our own bespoke plans for Collective Worship to ensure that we:

- integrate and reinforce learning in other areas of the curriculum (especially R.E. and PSHE)
- teach Christianity alongside Islam and Hinduism
- showcase celebrations within our local and national communities, such as Easter and Eid
- teach British Values and celebrate diversity, inclusivity and equality
- reflect current world issues (appropriate to children's age)

An example Collective Worship plan:

COLLECTIVE WORSHIP OVERVIEW – SPRING 2

KEY: Link to PSHE | Link to Christianity/ spirituality | Link to Other faiths | Link to British Values

Week	THEME OF THE WEEK	Entry/ Exit music	Hymn	Monday LEANNE	Tuesday DAN	Wednesday	Thursday	Friday
03.03.25	Lent	Musician of the Month	The School Rule song *Out of the Ark*	Ramadan Introduction to the Islamic festival and its meaning to Muslims	Musician of the Month then HYMN PRACTICE Pancakes *Out of the Ark*	Meg Lent and its meaning to Christians	CLASS ASSEMBLY New spirituality motto to learn with actions: Feed the soul, feel the joy. *How do you feed your soul?* (Link to Take Care rules)	SHINE
10.03.25	Spirituality Feed the soul, feel the joy.	Musician of the Month	Give me oil in my lamp BBC Hymns	Introduction to spirituality Twinkl PPT	HYMN PRACTICE Give me oil in my lamp BBC Hymns *Discuss metaphorical meaning & link to Take Care rules*	Emma Feed the soul, feel the joy. Take care of OURSELVES	Caroline and Ruqayyah Feed the soul, feel the joy. Take care of OTHERS	SHINE
17.03.25	Spirituality	Musician of the Month	We like joyful music *Out of the Ark*	Feed the soul, feel the joy. Take care of OUR SCHOOL, OUR COMMUNITY & OUR WORLD	HYMN PRACTICE We like joyful music *Out of the Ark*	Kelsey British values: a recap	CLASS ASSEMBLY British values	SHINE
24.03.25	Miracles	Musician of the Month	Risen *Out of the Ark*	Moses and the story of Passover JUDAISM	9.30am Live Passover assembly for KS2 in Hall KS1 What is Passover? (Twinkl PPT)	Caroline Link Passover miracle to Easter resurrection HYMN PRACTICE Risen *Out of the Ark*	Leanne G HYMN PRACTICE Risen & Sing Out an Easter Song Out of the Ark	SHINE
31.03.25	Easter	Musician of the Month	This is amazing grace *Out of the Ark*	Eid and its meaning to Muslims ISLAM	Musician of the Month then HYMN PRACTICE This is amazing grace *Out of the Ark*	Leanne R The story of Easter and its meaning to Christians	Dan Practice all 3 Easter songs: Risen, Sing Out an Easter Song & This is amazing grace	9.30am Easter Service at Church 2.40pm SHINE

For Musician of the Month see: Musician of the Month - Primary School Music Resources

Collective Worship can take place as a whole school but also a class. This classroom time gives the children more time for personal reflection on themes discussed. Learning in these sessions is recorded in the children's Personal Development books (R.E. and PSHE).

During collective worship, you can expect to see a combination of the following elements:

- Sharing of music from a variety of world musicians across time through the Musician of the Month resources
- Singing together of classic and modern hymns as well as other songs with themes such as family and Mother's Day
- Stories from the bible or other sacred texts with reflection on meaning and application to our lives
- Non-religious stories with spiritual, moral, social and cultural aspects with reflection on meaning and application to our lives
- Reflections on our school values: kindness, honesty, respect, perseverance, courage and ambition
- Reflection of spirituality and our 5 TAKE CARE rules:

  TAKE CARE OF OURSELVES
  TAKE CARE OF EACH OTHER
  TAKE CARE OF OUR LEARNING
  TAKE CARE OF OUR SCHOOL, COMMUNITY & OUR WORLD
  TAKE CARE OF OUR FUTURE
- Invitational prayers (either the school prayer, the Lord's prayer or one bespoke to the theme of the worship)

<u>Withdrawal from R.E. lessons and Collective Worship</u>

Parents have the right to withdraw their child from RE lessons and the daily act of Collective Worship although we do strongly encourage a discussion with school leadership to help better understanding any questions or concerns.