Article 13: I have the right to find out and share information

Religious Education and Collective Worship Policy

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An academy within:

"Learning together; to be the best we can be"

1. Rationale

1.1. At Fountaindale school pupils will be given the opportunity to join in an act of collective worship every week with a whole school gathering, within a pathway or class group. This may include children expressing what they have enjoyed and staff celebrating children's achievement.

1.2. Pupils and staff gather together for a regular assembly, which includes an act of worship within it. On these occasions the school will assemble as a community and the activities will include time to consider and celebrate aspects of the spiritual dimension of life, reflecting the varied beliefs and experiences of all pupils and teachers. There may be some planned times to be quiet; time to listen, think and to reflect. Worship at Fountaindale School will offer time to focus on things that are special to us as individuals and as a community and will reinforce the work we embrace with our pupils in developing their social, emotional, spiritual and cultural well-being. The pupils will be supported to engage in reflection according to their level of understanding and this will be delivered in a more bespoke way, according to the pathway. At Fountaindale School we recognise that worship can be experienced and expressed in a range of ways in addition to the spoken word. Music, song, art and interaction all play an important part in children's engagement with worship and are celebrated as both relevant and meaningful.

1.3. For our weekly assemblies there is an identified, planned theme, which changes throughout the school year. The assembly is accompanied by music or other performing arts and led by an adult, supported by the school community where all pupils are encouraged to participate and engage. There will be varying degrees of explicit or implicit reference to Christianity and assemblies also make reference to all other main faiths. The diversity of religious belief and practice amongst the pupils at Fountaindale School will be represented in the act of collective worship and the community is expected and encouraged to be both tolerant and inclusive.

2. Aims

2.1. For all pupils to celebrate that which is of worth and experience a sense of belonging.

- For all pupils to have a time for sharing feelings and be listened to.
- For all pupils to be able to celebrate diversity but within a context that gives a sense of shared values and community.

- For all pupils to feel able to express and experience worship in a way that is
- meaningful to them.
- To enable our pupils to come together and experience a time of quiet inner reflection.

3. The legal requirement

3.1. Every pupil in a special school should attend collective worship (unless withdrawn by their parents or carers) so far as it is practicable (1988 Education Reform Act, School Collective Worship) Parents and Carers: (See the extract from the 1988 Act – above) Parents will be advised when special assemblies take place at Fountaindale School and receive an invitation to attend. If parents wish to withdraw their child they should write to the Head Teacher expressing their thoughts and concerns.

3.2. Themes are carefully drawn up for each week of the school year. Wherever possible they have been linked with religious festivals and observance days. Sometimes an additional observance date has been included. Some assemblies cover topics that embrace values common to Christianity as well as other world faiths, such as BEE, Belong, Engage, Enjoy. We provide an assembly rota of topics that includes frequent celebration of religious events to raise pupils awareness of other cultures.

3.3. Government Guidance - Religious education (RE) and collective worship in academies and free schools

3.4. Funding Agreement – *please see each school's supplementary funding agreement which can be found on the Nexus website.*

3.5. The Academy Trust, where practical must provide for the teaching of religious education and for acts of collective worship at the Academy. *(School's Supplementary funding agreement, para 2.HH)*

a) provision must be made for religious education to be given to all pupils at the Academy in accordance with the requirements for agreed syllabuses in section 375(3) of the Education Act 1996 and paragraph 2(5) of Schedule 19 to the School Standards and Framework Act 1998;

b) the Academy must comply with the requirements of regulation 5A of the Education (Special Educational Needs)(England)(Consolidation) Regulations 2001 as if it were a maintained school.

(School's Supplementary funding agreement, para 2.II)

3.6. The Academy Trust must comply with regulation 5A of the Education (Special Educational Needs)(England)(Consolidation) Regulations 2001 as if the Academy were a community or foundation special school, and as if references to "Religious Education" and to "Religious Worship" in that section were references to religious education and religious worship provided by the Academy in accordance with clause 2.II.

(School's Supplementary funding agreement, para 2.JJ)

Education Act 1996

3.7. (3) Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. section 375(3) of the Education Act 1996.

The Agreed Syllabus

3.8. An agreed syllabus is a religious education syllabus that is designed by a local authority's Agreed Syllabus Conference (ASC). The syllabus, like the provision for RE in academies, must reflect that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principle religions represented in Great Britain.

3.9. The Agreed Syllabus applies to pupils with SEND 'as far as it is practicable'.

3.10. Academies in Nexus are situated across different Local Authorities, each having its own Agreed Syllabus.

Collective Worship

3.11. Academies should follow paragraphs 50 to 88 of the governments guidance on collective worship in schools. The main points of this are detailed below:

- Each pupil (up to the age of 19) must take part in a daily act of collective worship unless they have been withdrawn by their parents,

- or if in the sixth form, they have decided to withdraw themselves. This applies to academies with and without a religious designation.

- Academies without a religious designation must provide collective worship that is wholly or mainly of a broadly Christian character. A school can reflect the religious backgrounds represented in its community, as long as the majority of provision is broadly Christian.

- Academies without a religious designation can apply via the central government to the Secretary of State for exemption from providing broadly Christian collective worship for some or all of its pupils. In its application, it will be asked to give reasons for the application (such as consideration of the family background of pupils), details of consultation with governors and parents, and of proposals for future collective worship.

4. Context and Curriculum

Curriculum Provision

4.1. An alternative curriculum is also available for use which is based on the 'Big Ideas for RE' approach. This curriculum provides content for pupils who are not yet engaged in subject specific study through to those working at the Key Stage 5 standard. This curriculum has a thematic approach allowing pupils to acquire a deeper understanding of the subject matter across the broader areas of Spiritual, Moral, Social and Cultural (SMSC) aspects of the curriculum. At Fountaindale school we also use the PSHE association to guide our curriculum. This statutory content – often referred to as RSHE – covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education from key stage 1 to 4. We have an appointed teacher who leads upon RE across the curriculum and ensures key concepts and knowledge is covered at appropriate level through each pathway.

4.2. PSHE education also covers economic wellbeing, careers & enterprise education, and personal safety (including assessing and managing risk).

4.3. Learning opportunities for each key stage are spread across three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

Pre Formal Curriculum

4.4. Pupils in some Nexus schools will not be engaged in subject specific study and will be assessed using the Engagement Model. The Engagement Model celebrates the different abilities of pupils not engaged in subject specific study. This intention is always appropriate for RE. It enables the collection of qualitative information and evidence that should inform a teacher's assessment of their pupils' evidence of progress in the following areas:

- the effective use of their senses, including the use of both near and distant senses and the use of sensory integration;
- the application of physical (motor) skills to permit active participation in new experiences;
- states of emotional wellbeing to facilitate sustained motivation to learn;
- communication and language skills to inform thought processes.

4.5. Pupils working at this level will still access the curriculum for Religious Education but will experience it through a more sensory approach. Student's will have access to themes through the vehicle of sensory stories, to allow all our learners to access to an exciting and challenging curriculum, accessed at their level of cognition.

School websites

4.6. All academies **should** publish:

- *the content of the curriculum in each academic year for every subject, including mandatory subjects such as religious education (RE) – this applies even if it is taught as part of another subject or known by another name.*
- *information to make parents and carers aware they have the right to withdraw their child from all or part of RE"*

What academies and further education colleges must or should publish online - government

5. Collective Worship

"Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered;

and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes."
paragraphs 50 to 88 of the government guidance on collective worship in schools

6. Roles and responsibilities

Trust/Governance

6.1. The Trust and/or local governors should ensure that each school is meeting statutory duties in line with this policy and that provision is made for all pupils to engage in Religious Education and Collective Worship.

Headteachers

6.2. Headteachers should ensure that there is an appropriate curriculum, including access to Collective Worship, in place for all pupils at the school. They are also responsible for making sure that they publish the required details about the RE curriculum and should also ensure that parents and carers are aware of their right to withdraw their children from Religious Education and Collective worship. Headteachers should ensure that subject leaders have access to high quality CPD to support them in the leadership of heir subject across the school and enable them to provide advice and guidance to other members of staff.

Subject Lead

6.3. The RE subject lead (or person with responsibility for the oversight of RE) should ensure that the agreed curriculum for RE is consistently delivered and should monitor the quality of the education provided with school leaders. They should offer support for staff delivering RE and Collective Worship and should access and provide CPD where required.

Class teachers

6.4. Class teachers are responsible for delivering high quality RE lessons and ensuring that pupils in their class are making progress. Class teachers are often the key people to talk to parents about their children's access to RE and should therefore be well informed about the legal requirements. Class teachers should be able to speak to the subject leader of the Headteacher where they are unsure of the provision made for pupils in their classes.

7. Quality assurance

External QA

7.1. As there are currently no schools within Nexus with a religious character who are subject to a Section 48 inspection through the Statutory Inspection of Anglican and Methodist School (SIAMS) framework. Provision for RE and Collective Worship will be inspected through Ofsted's Education Inspection Framework. This may be through the inspection of the Quality of Education but will be considered in the inspection of Personal Development.

Trust QA

7.2. QA from the Trust will come through the work of the Executive Assurance Partners and Executive Regional Directors linked to the school and through the Trust's audit process. Aspects of Quality Assurance will be identified through the Collaborative School Improvement Framework and priorities may arise as part of the Annual Support and Challenge Board.

School QA

7.3. Fountaindale ensures internal quality assurance of RE and Collective Worship through our lessons visits and learning review processes. This process celebrates the strength in provision and the quality of education that pupils receive and also outline the areas for development in the delivery of the subject.

Appendix A

Useful websites

RE Online – Festival Calendar
Festival Calendar - RE:ONLINE (reonline.org.uk)

NATRE – National Association of Teachers for RE
National Association of Teachers of Religious Education (natre.org.uk)

RE Today
RE Today supporting Religious Education in schools

Standing Advisory Council for Religious Education (SACRE):

Nottinghamshire - Nottinghamshire standing advisory council for religious education (SACRE) | Nottinghamshire County Council

Government - RE and collective worship in academies and free schools - GOV.UK (www.gov.uk)

Big Ideas for RE - Big Ideas for RE - Free Religious Education Curriculum for schools

PSHE association- https://pshe-association.org.uk/