



CHIPPING NORTON
SCHOOL

**RE and COLLECTIVE ACT OF WORSHIP POLICY
(STATUTORY)**

Reviewed by:	Impact Committee
Date reviewed:	September 2022
Next review:	September 2025
Member of staff responsible:	James Dye

1. INTRODUCTION

1.1 Definition

RE is the study of religious beliefs and values (including British values) and how they are expressed in different societies and cultures.

1.2 Aims

- understand the teachings and practice of Christianity and other world religions
- be encouraged to share, discuss and develop their own beliefs and values
- reflect on values that are of a broadly British nature and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues

1.3 Principles

Students should receive a broad and balanced curriculum which contributes towards their spiritual moral, cultural and intellectual development, incorporating British Values. We aim to provide continuity and progression through the Key Stages. Students should be aware of, and respond to, life experiences and the questions they raise, for example:

- Who am I?
- Why am I here?
- How Why did the universe begin?
- What is the purpose of life?
- Do human beings have a soul?

- What happens after death?

1.4 Cultural and emotional development

We currently follow the Oxfordshire agreed syllabus. This requires us to study Christianity plus other religions at each Key Stage. Throughout a pupil's school career they will have the opportunity to explore and gain understanding of a variety of world religions.

Students should: develop morally, culturally and spiritually inclusive of the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2. PRACTICE

2.1. RE Teaching

2.1.1 The syllabus reflects the fact that religious traditions in the Country are in the main Christian but take into account the teaching and practices of other principal religions, as well as atheism, and agnosticism.

The RE syllabus is reviewed annually and is available to parents on request. The school regularly reports to parents on their child's progress in RE. Parents have the right to withdraw pupils from RE lessons.

Staff are sensitive to the individual beliefs of students i.e. when participating in activities that have a faith perspective e.g. role-playing.

2.1.2. Key Stage 3

We deliver an accelerated KS3 over two years, in mixed ability groups, in years 7 and 8. The current programme of study is as follows:

Unit 7a: Judaism	Unit 8a: Hinduism
Unit 7b: Christianity	Unit 8b: Buddhism
Unit 7c: Islam	Unit 8c: Sikhism
Unit 7d: The Idea of God	Unit 8d: Religious Experience
Unit 7e & f: Religion and Science (applied)	Unit 8e & f: Religion and Ethics (applied)

2.1.3. Key Stage 4

In KS4 we now offer full course GCSE Religious Studies as an option subject delivered over Years 9 (from the summer term), 10 and 11*. Students opting to take GCSE Religious Studies will receive the lesson allocation of other comparable Humanities GCSE subjects. Students are grouped in mixed ability sets. We study the AQA GCSE A syllabus for Religious Studies: Students study crime and punishment, human rights, life issues, and war from various religious and non-religious perspectives. We also study the beliefs and practices of Christianity and Buddhism.

* 2018-19 will see the last cohort of students completing compulsory KS4 examined RE (Y11). Non-examined RE provision will continue to operate through assemblies and off-timetabled theme days for all KS4 students.

2.1.4. Key Stage 5

In KS5 we offer A level Religious Studies which incorporates philosophy of religion, ethics and Buddhism. We follow the OCR examination board.

2.2 Collective Acts of Worship

2.2.1 Chipping Norton School is a Community School where the vast majority of students have a knowledge of Christian traditions. The denomination specified for the school is Christian, Church of England.

Regularly the school provides collective worship for all registered students (apart from those who have been withdrawn by their parents). This is mainly provided within a weekly assembly attended by all tutor groups, which promotes secularised values appropriate to those of all faiths and none.

2.2.2 The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the collective worship after consulting with the governing body. Collective worship is wholly/mainly of a broadly cultural, moral and spiritual character. The precise nature is determined by the ages of the students concerned.

2.2.3 Collective worship, whether in assembly time, or tutor time will:

- Be acceptable to the whole community, staff and students
- Involve students
- Be interpreted as consisting of content of a moral, ethical and spiritual nature
- Include a variety of elements at different times, for example:
 - ❖ the use of outside visitors from the community,
 - ❖ topical issues,
 - ❖ active participation,
 - ❖ dance, drama, music and other cultural items,
 - ❖ reinforcing and sharing the school's values,
 - ❖ the views of faiths and beliefs of all religions

2.2.4 If the intake of the school alters significantly and it becomes inappropriate for some or all of the students to take part in Christian collective worship, the Head teacher will discuss this with the Governing Body.

The assembly theme for each week is decided by Heads of Year and the Senior Leadership team.

2.2.5. Withdrawal from Collective Worship

On receipt of a letter from a parent, the Headteacher may grant permission for a student to be withdrawn from collective worship. This does not mean that the student will be withdrawn from the whole of an assembly which may incorporate a variety of elements other than the collective act of worship. Provision for students not taking part in collective worship will be dealt with on an individual basis.

Members of staff may be granted permission by the Headteacher to be withdrawn from that part of an assembly or tutor time which has a collective act of worship.

3. Monitoring, Evaluation and Review

3.1. The Impact Committee will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

3.2. The following aspects will be considered when evaluating the effectiveness of this policy:

- participation and success in examinations
- feedback from students (eg via questionnaire) or Student Council.
- number of students (if any) withdrawn from acts of worship and/or lessons.
- views of leadership team and teaching staff.
- any comments received from parents.

3.3 The school responds to the DfE circular l/94 as best it can within the constraints of buildings and staffing. Each pupil attends assemblies every week.