



Hollywater
School

Inspire. Believe. Achieve.

Religious Education including Collective Worship and British Values Statement.

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Religious Education (RE) Intent

The intent of this framework is to provide pupils at Hollywater School a Religious Education context which is in place for all Key Stages and that enables us to provide students with learning experiences that cover the six main world religions: Christianity, Islam, Buddhism, Judaism, Hinduism and Sikhism. The curriculum also explores moral concepts that are the foundations of social responsibility in 21st Century British society such as Humanism.

In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world. (OFSTED May 2021)

Government guidance (July 2021) from ‘Teaching a broad and balanced curriculum for education recovery’, suggests that in Key Stage 3:

- Teachers should retain breadth of study within a religion
- Concentrate teaching on two religions, in depth.
- Choose two contrasting religions, such as one Abrahamic and one Dharmic faith, to ensure students have a sense of the diversity of religions.

All RE teaching is related to four “golden thread” concepts:

- Community
- Belonging
- Special
- Love

Each of these are concepts are common to both religious and non-religious experiences and beliefs.

Implementation

Hollywater School follows the statutory Agreed Syllabus for Religious Education (RE) in Hampshire, the Isle of Wight, Portsmouth and Southampton, known as Living Difference IV (2021) curriculum.

The implementation of the RE framework provides scope to include the Beliefs, Values, Practices and Teachings (BVT) and Expressions of Faith (E of F) of the various religions.

The teaching of RE follows the pedagogical framework referenced as the “Concept of Enquiry.” This cycle involves teaching specifically ordered to: *Enquire, Contextualise, Evaluate, Communicate, Apply,*

RE is an essential part of the Hollywater curriculum and all pupils participate in RE as far as possible. Parents and Carers may specifically request their withdrawal from RE if this is their preference.

RE is taught in a discrete single weekly lesson. There is however further overlap with other lessons, particularly within the Discovery, Music and Creativity and there is also reinforcement through the SMSC programme of the school. We aim to use concepts that “*help students to*

make sense of the world in which they live at their own level” (RE and the SLD School, by Simon Harmer, 2010.)

In striving to provide lessons that are stimulating, engaging and that meet the learning abilities of all students, teachers create and use resources that aim to support the learning of students across a range of learning styles. This includes the use of artefacts, the Interactive White Board, videos, music, drama, dressing-up, role play and a range of art/craft and drama activities. Students are encouraged to communicate their own responses to concepts e.g. how do they feel about specific celebrations.

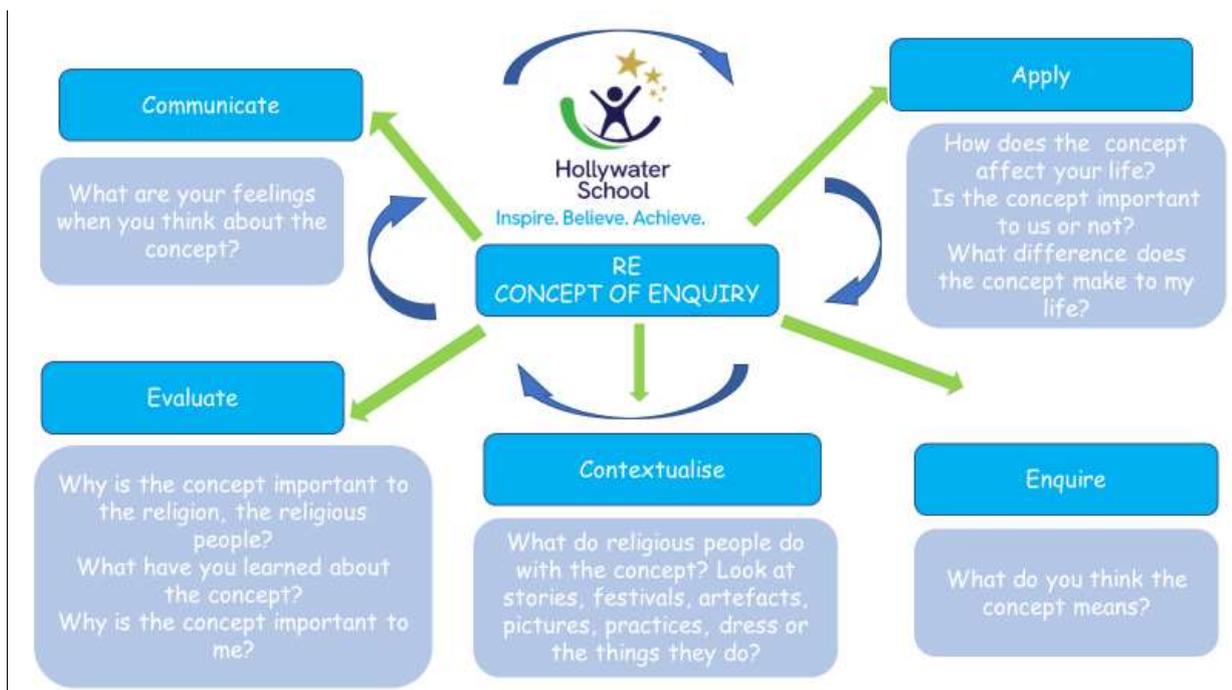
It is important that the children learn through a multi-faceted learning environment to achieve their independent learning objectives. The use of sensory stories, role play and class celebrations also occur in order to help the students achieve an understanding of various religions, rituals and practices.

Students also gain hands-on experiences through various RE visits throughout the year and with visitors to school and students going out in the community. For example, through visits to local places of worship and visits to the school by local faith leaders in the area to also attend specific collective worship sessions which are organised by the RE leads.

Impact

Having such a diverse cohort of students within the school, the impact of this framework is to provide each of them with information that they can access, in order to give them the opportunities to make an independent choice of where they fit into the world of belief. Many will follow in their family’s footsteps; however, it is a must that the system provides enough teaching of religious education to assist in their understanding of different beliefs.

Right of Withdrawal: Parents and Carers and FE students may request the withdrawal of their child, wholly or partly, from: 1) Receiving religious education (RE) given in the school in accordance with the school’s basic curriculum. 2) Attendance at a collective or religious worship in the school.



Hollywater Collective Worship and Hollywater Gatherings Statement

At Hollywater School collective worship takes place throughout the year through the celebration of key religious and national events. It is through these events that we promote among students a clear set of personal values and beliefs.

We are currently providing a greater teaching of British values throughout the curriculum as a whole.

Students also collectively gather twice weekly for a whole school assembly where British Values and students' achievements are celebrated. We encourage celebrations of the key festivals and National Days that are covered in the Living Difference framework such as Diwali, Hanukah, Eid, Remembrance Day, Holocaust Memorial Day etc. in these assemblies. This provides staff and students with the opportunity to share and celebrate the different faiths that they are covering in their RE lessons.

Students gather as a class on a daily basis during circle time. This provides students with the opportunity to develop their skills and positive attitudes, and recognise and learn to manage their feelings. It is a key strategy in developing self-esteem, self-regulation, confidence and moving children towards taking responsibility for their own actions.

British Values Statement

The Department for Education recently reinforced the need to '*create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*'

At Hollywater School we promote these values through a broad and balanced curriculum and through a wide range of extra-curricular or enrichment activities which, we believe, support the development of the 'whole child'.

Democracy

Students at Hollywater School are encouraged to "voice" their opinions and contribute their ideas on the life of the school. Our school council members are elected democratically at the start of each year, they meet regularly to discuss a variety of school issues and new initiatives.

Students are encouraged to voice their attitudes to learning in all subjects through interview questionnaires with school staff and governors. Parents and staff are surveyed annually and the results are used to inform school improvement planning. Parents views are also sought through the support of the Home School Link Worker.

All of the children learn about government, democracy and current affairs through regular assemblies and through PSHE citizenship lessons.

Rule of Law

Through Assemblies and the school's Personal Social Health Education (PSHE) and Citizenship curriculum, children develop an understanding of the law, appropriate to their age and stage of development.

High quality texts allow children the opportunity to explore the 'breaking' of laws and the chance to discuss consequences when this happens. Students are taught explicitly that laws keep us safe and children are encouraged to think about their own and others' safety in and outside school. We are developing visits from outside agencies such as the magistrates, fire service, police force and health and social workers to reinforce the children's understanding of the responsibilities held by various professions in upholding the law, helping them and keeping them safe.

Our Positive Behaviour Policy and embedded focus of Zones of Regulation supports children in their learning about right and wrong and the importance of rules or following expectations of code of conduct based on Kindness and mutual respect.

A positive, proactive and preventative behaviour approach is applied consistently by staff, with opportunities constantly being sought to praise and reward positive choices. Students who demonstrate appropriate behaviour for learning are recognised through a variety of rewards, certificates and held up as role models for others.

When poor choices are made there is always time for children to reflect, with a de-brief for students and staff and to discuss strategies they may use to improve their behaviour and to restore relationships.

Individual Liberty

Hollywater students learn about freedom of speech and expression, through assemblies and PSHE citizenship sessions and tutor sessions, particularly Circle Time. They learn to value difference and diversity and a wide range of extra-curricular/enrichment activities which enables them to try new things and move out of their comfort zones. Students are encouraged to become good citizens and supported to become as independent as possible. They are taught that everyone has rights, including the right to say 'no' when appropriate. They are also taught that with rights there are responsibilities.

At Hollywater we encourage children to value the individual liberties they enjoy, by participating in charitable events such as Comic Relief, Children in Need, NSPCC days, Jeans for Genes days, Send my Friend to School campaigns -- all of which help them to appreciate that there are children locally, nationally and internationally who also face a wide range of challenges in their lives.

Mutual Respect

Respect is one of our high values and as such is a cornerstone of our Behaviour Policy. Mutual respect is modelled by all adults at Hollywater towards each other and the children, providing students with strong role models from whom to learn. We work closely with our parents in order to achieve consistency in the values promoted at school and at home. Our Behaviour for Learning Lead and Home School Link Worker regularly support parents and carers both at school and in the home with strategies and resources to develop students' self-regulation and understanding.

We are increasing our response to parent/ carer requests for workshops and special events to strengthen the consistency of the messages expressed in our values.

We promote values around kindness, friendship, positive communication and mutual respect as part of our day to day practice and use national focus weeks such as the annual anti-bullying week to reinforce this.

The principles of Trauma Informed Practice and Restorative Justice are also being established and used to develop students understanding of the impact the choices they make have on others and the wider community of the school.

Tolerance of different faiths and beliefs

RE lessons at Hollywater teach the children about all the major religions of the world and these are celebrated throughout the year. Assemblies contribute to the children's knowledge and understanding of special events in the religious calendar of all the major religions. The school is developing links with local Places of Worship and Christian and Muslim leaders who visit the school.

Resources in our classrooms and the school library are carefully chosen to ensure they reflect our multi-cultural society and any cultural or racial stereotypes are challenged.

The children are at the centre of everything we do at Hollywater School it is our duty to prepare them for successful lives as adults living in 21st Century Britain. By promoting British values and emphasising our ambition to "Inspire, Believe and Achieve" we will enable children to develop a sense of community and to understand their responsibilities and roles within that community.