



**Policy for**

**R.E and Worldviews**

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| **Policy last reviewed and updated by Governors:** | **November 2024** |
| **Date interim amendments made (if any):** | **NA** |
| **Date for next review:** | **November 2025** |

**Policy Consultation & Review**

This policy is available on our school website and is available on request from the school office. We inform all parents about this policy and supply them with a parent one-page attendance overview when their children join our school and regularly thereafter through our school newsletter and other relevant opportunities.

We recognise the expertise our staff build by managing school attendance daily and we therefore invite staff to contribute to and shape this policy and associated attendance and safeguarding arrangements.

This policy will be reviewed in full by the Governing Body on at least an annual basis.

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**1 Samuel Allsopp Primary and Nursery School Intent Statement**

At Samuel Allsopp Primary & Nursery School, our curriculum and all that we do intends to:

* Be supportive and inclusive of the needs for all learners
* Harness pupil independence & allows them to have a go at solving problems for themselves first
* Allow children to make their own ‘informed’ choices
* Develop their confidence
* Support them to be resilient and get into good habits for the future
* Prepare children for a life outside of school that enables them to make a positive contribution to British society
* Enable them to be proficient users of the English language – speaking and writing
* Widen their contextual vocabulary
* Work independently but also in teams
* Encourage children to go ‘beyond their own normal’ and experience new things
* Engage children in making a contribution and playing an active part
* Support parents to become active stakeholders in their child’s learning
* Provide opportunities for the children to investigate, explore and play an active part in shaping their learning

**2 Intent**

At Samuel Allsopp Primary and Nursery School we recognise that the Religion and Worldviews curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. Our Religion and Worldviews curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. Through the scheme, children will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning.

By revisiting key ‘big questions’ and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

It enables pupils to meet the government guidance, which states that RE 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 principal religions represented in Great Britain’. Our scheme has been designed to fulfil the aims of A Curriculum framework for Religious Education in England. For EYFS, the lessons allow pupils to work towards targeted ‘Understanding the world’ Development matters statements and Early learning goals, while covering foundational knowledge that will support them in their further Religion and worldviews learning in Key stage 1.

Our vision at Samuel Allsopp: “Each child will have a knowledge of world religions, develop their own beliefs and show respect and tolerance for others.”

At Samuel Allsopp we aim to:

* Ensure that Religious Education and Worldviews contribute to our general philosophy and values.
* Realise the full potential of Religious Education and Worldviews by relating it to the whole life of the school.
* Achieve a positive caring ethos that is closely reflected in Religious Education and Worldviews.
* Give the children the opportunity to explore feelings and emotions, and to develop a sense of awe, wonder and mystery.
* Be sensitive to the religious background of all our pupils.
* Ensure that all pupils feel secure in their study of Religious Education and Worldviews whatever the religious or non-religious tradition of their home.
* Raise awareness and understanding of a variety of religions.
* Provide opportunities for Religious Education and Worldviews to make a significant contribution towards the development of mutual respect and understanding between communities of faith.
* Encourage all children to become enthusiastic, effective learners as well as confident, sensitive and caring members of our society. Expect high standards of achievement and behaviour for each individual child.
* Provide a broad and balanced curriculum that complies with the National Curriculum and the 1988 Education Act.
* Ensure that all children have equality of opportunity.
* Develop an awareness of the range of languages, cultures and religions in our society, recognising that they all have equal value.

**3 Right of Withdrawal**

In keeping with the law, parents/carers may withdraw their children from RE provided they give written notification to the school. The staff will ensure that suitable supervision is provided. Staff always refer to the Subject Leader or Headteacher for any questions from parents/carers about withdrawals.

RE does not seek to urge religious beliefs on children or staff, or to compromise the integrity of their own beliefs by promoting one religion over another.

We hope that all parents/carers and teachers will feel comfortable with the Relgious Education being taught at our school and we encourage the participation of all.

**4 Links with other Policies/Subjects**

Equal Opportunities

Special Educational Needs

History

PSHE

**Equal Opportunities**

The teaching of Religious Education and Worldviews endeavours to ensure that all pupils receive equal access to educational opportunities, regardless of their religious beliefs, gender, race, ability, social background or physical capacity. Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials and experiences, to reflect the cultural diversities of our society.

**PSHE, Citizenship and Community Cohesion**

Through our Religious Education and Worldviews lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our multicultural society.

Religious Education and Worldviews looks at moral codes and values that underpin people’s behaviour. It promotes values and attitudes that develop respect and sensitivity for others and enables discussion of a range of views, opinions and beliefs, which help to prepare pupils to become valuable citizens in a culturally diverse society. We try to ensure that we have visitors from different Faith and Worldview Communities and cultural backgrounds. Visits to places of worship, both within the immediate community and the wider community are planned into the RE Programme of Study where possible. This helps to develop community cohesion through RE.

**Spiritual, Moral, Social and Cultural Development**

Religious Education and Worldviews plays a key role in pupils’ spiritual and moral development and makes a distinctive contribution to their social and cultural development. Through teaching Religious Education and Worldviews in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

**British Values**

Religious Education and Worldviews can make a key educational contribution to pupils’ exploration of British Values and excellent teaching of RE can enable pupils to think for themselves about them.

We provide a range of opportunities for learners to make links between beliefs, practises and value systems of the range of faiths and worldviews studied.

**5 Legal Framework**

The Education Reform Act (1988) prescribes that Religious Education must be taught in all state-funded schools in England. However, Religious Education has an unusual position as it is part of the basic curriculum but not the National Curriculum. All registered pupils at a school, including sixth forms, are entitled to receive Religious Education (Section 2 (1) (a)). Within Early Years Religious Education is taught in accordance with the recommendations of the EYFS curriculum (2012).

Schools should provide a balanced and broadly-based curriculum which:

* promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
* prepares such pupils for the opportunities, responsibilities and experiences of adult life (Section 1(2)).

At Samuel Allsopp Primary and Nursery School, Religious Education and Worldviews is non-denominational and taught in accordance with the Staffordshire Agreed Syllabus (Schedule 31 to the Education Act 1996 a). Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. LAs must, however, ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. (See Appendix B for The Staffordshire Agreed Syllabus for Religious Education.)

Parents retain the right to withdraw their children from Religious Education (1996 Education Act).

**6 Inclusion Statement**

The Staff and Governors of Samuel Allsopp Primary and Nursery School believe that:

* Inclusion is an ongoing process by which the caring and learning environment is constantly monitored and adapted to meet the needs of all our pupils.
* All of our pupils are entitled to support in fulfilling their own potential in terms of academic, physical, cultural, social, emotional and moral development.
* We recognise that ALL our pupils are individuals with their own characteristics, strengths, weaknesses and learning needs.
* Our policies and practises will therefore, take account of the diverse needs and talents of our pupils.
* Pupils with additional emotional, social or learning needs should have access to high quality education and support appropriate to their needs.
* Pupils with Special Education Needs (SEND) should have access to high quality education and support appropriate to their needs.

## **7 Implementation**

## There are three strands that run through our Religious Education and Worldviews curriculum

## Substantive knowledge (conceptual and worldviews related).

## Disciplinary knowledge.

## Personal knowledge.

## These strands are interwoven across all units to create lessons that build children’s conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses (ways of knowing). Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences. The Kapow Primary Religion and Worldviews scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

## This can be seen in the Religion and Worldviews: Progression of knowledge and skills document. In EYFS, children begin to talk about the beliefs of their immediate family and community, recognising that people have different beliefs and celebrate special times in different ways. They listen to religious and modern day stories and compare and contrast characters, including figures from the past. Children develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

## Each unit includes overarching ‘big questions’ which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. These ‘big questions’ are:

## Why are we here?

## Why do worldviews change?

## What is religion?

## How can worldviews be expressed?

## How do worldviews affect our daily lives?

## How can we live together in harmony if we have different worldviews?

A more specific, focused enquiry question frames the learning across each unit. Both the ‘big questions’ and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.

Guidance for adapting the learning is available for every lesson to ensure that all pupils can access lessons, and opportunities to stretch pupils’ learning are available when required. Knowledge organisers support pupils in developing conceptual knowledge and schemata by summarising the key concepts covered in a unit and linking these to examples covered.

Strong subject knowledge is vital for staff to deliver a highly-effective and robust Religious Education and Worldviews curriculum. Each unit of lessons will focus on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

The nature of Religious Education and Worldviews means that controversial and sensitive issues will be taught and discussed in some units or may come up when not directly part of a planned lesson. Throughout the units, children will learn skills to have respectful discussions and respond sensitively to one another.

The Kapow Primary Religion and Worldviews curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people’s lived experiences of their beliefs.

**8 Remote Learning**

In the case of remote learning opportunities being necessary in the future, pupils at Samuel Allsopp Primary and Nursery School will continue to be taught R.E through live lessons, pre-recorded videos and online learning materials.

**9 Impact**

The impact of our Religious Education and Worldviews curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment.

After the implementation of the Kapow Primary Religion and Worldviews curriculum, pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way.

They will be curious learners who ask questions and make connections, confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

The expected impact of our Primary Religion and Worldviews curriculum will be that children will:

● Meet the relevant Early learning goals at the end of EYFS (Reception) and the End of Key

stage 1 and Key stage 2 requirements from the Curriculum framework for Religious

Education for England.

● Know and understand religious concepts relating to beliefs, practices, community and

belonging, and wisdom and guidance.

● Develop an understanding of the influence of organised and personal worldviews on

individuals, communities, countries and globally.

● Understand some of the ways religions and worldviews are studied (disciplinary knowledge).

● Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).

● Build secure vocabulary which allows them to talk confidently and fluently about their learning.

● Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.

● Talk about the similarities and differences between their own and others’ beliefs with respect and open mindedness.

● Understand the lived experiences of religious and non-religious worldviews to be diverse

within and between people and communities.

● Develop an understanding of the ways in which personal and organised worldviews may

develop and change across time and place.

## **10 Monitoring and Review**

To ensure high standards of teaching and learning of Religion and Worldviews are maintained,the Religious Education and Worldviews Coordinator, will regularly monitor and review staff practice in accordance with this policy. This process will be conducted termly in line with the monitoring calendar.

Relevant data will be collected to enable monitoring processes to be conducted. This includes:

* classroom observations
* learning walks
* sketch books looks
* pupil voice
* planning looks

To ensure that staff professional development is benefited by this process, the Religious Education and Worldviews Coordinator will ensure that any relevant training or development opportunities are made available. Individual staff members will be given relevant feedback and will be celebrated or supported to develop their practice accordingly.

## **11 Resources**

Religious Education and Worldviews resources are stored across both sites and will be reviewed by the Religious Education and Worldviews Coordinator throughout the year. Resources should be returned to the store cupboards after each lesson and teachers should inform the Religious Education and Worldviews Coordinator of any resources required in advance of the unit of work being taught and preferably at the start of the school year.

This policy will be reviewed annuallyto reflect any necessary changes required and to ensure that staff are kept up to date with expectations relating to Religion and Worldviews education.

**Declaration that this policy has been submitted to Governors for perusal and approved for publication**

|  |  |
| --- | --- |
| Signed: | Dated:  |
| Mr SmithHead Teacher |

|  |  |
| --- | --- |
| Signed: | Dated:  |
| Chair of GovernorsMr Symons |

**Appendix A: Parent form: Withdrawal from Religious Education/Collective Worship**

| TO BE COMPLETED BY PARENTS |
| --- |
| Name of child |  | Class |  |
| Name of parent |  | Date |  |
| Reason for withdrawing from religious education/collective worship: |
|  |
| Any other information you would like the school to consider: |
|  |
| Parent signature |  |

| TO BE COMPLETED BY THE SCHOOL |
| --- |
| Agreed actions from discussion with parents |  |
|  |  |



Vision and Aims Vision Statement The vision for Religious Education (RE) in Staffordshire’s Agreed Syllabus 2023 is as follows:- The role of RE in schools is to help prepare and equip all pupils for life and citizenship in today’s diverse and plural Britain, through fostering in each pupil an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and \*\*world views they will encounter.

By EXPLORING, ENGAGING and REFLECTING pupils will develop the knowledge, insights and skills necessary for them to be able to live authentically and responsibly as adults in today’s world, acknowledging how religious and secular communities seek to uphold and develop the well-being of the human family. Rationale We live in an increasingly diverse society, religiously and culturally. Religious Education plays a special role in preparing pupils to flourish in this complex world. Educating pupils to live well in a culturally and religiously plural society means that they must learn how to navigate difference and diversity.

This will often mean reflecting on views and behaviours that they have previously not encountered, and which may not correspond neatly with their own views and understandings of the world. Religious Education therefore not only enables pupils to build up a core basis of relevant knowledge and insights and supports them as they explore the “big questions” about life and formulate and express their own views and values. It also challenges pupils to recognise and confront negative attitudes towards diversity, both in society at large and within themselves. \*\*Note on world views A “world view” is the framework of beliefs and values which shape the way a person experiences and responds to the world.

Everyone has a world view, though this may not be acknowledged and articulated in a fully conscious form. When a group of people consciously share the same world view, they often express this in organised and tangible ways, and commit to it as part of their individual identities. Such a shared world view may be religious in character, or non-religious. Religious Education brings pupils into contact with a range of such world views, encouraging each pupil to develop and forge their own personal sense of values, identity and world view, both in the context of the pupil’s cultural heritage and also more widely in relation to the diversity of world views found within society as a whole. The Staffordshire Agreed Syllabus seeks to achieve this vision through the following specific themes



The Staffordshire Agreed Syllabus What should be taught and when? Each key stage should involve an in-depth study of the narrative, beliefs and practices at the heart of Christianity. Alongside Christianity, Islamshould feature throughout a school’s RE curriculum. In selecting their in-depth study schools should take account of other principal/major faiths found in the United Kingdom. Schools may draw on examples from other major faiths where examples of belief and practice better illustrate the dimension being explored.

These include:- Judaism, Sikhism (Sikhi), Hinduism and Buddhism. In choosing their in-depth study/ focus faiths, schools should take account of the religious profile of the school and the local community as well as national and international factors. Pupils should also be introduced to the presence of non-religious (secular) world views and the lifestyles these support as children from families where non-religious worldviews are held are represented in almost all classrooms. These worldviews, including for example Humanism can form part of the field of study.

Early Years Foundation Stage In the Early Years Foundation Stage pupils should have the opportunity to develop a growing sense of awareness of self and their own community. They should encounter the diversity of faiths and world views represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths, world views and a wide religious vocabulary raises awareness of the diverse nature of the world around them and provides a structure in which to develop their learning. Schools should build upon this foundation in subsequent key stages.

Key Stage 1 At key stage one, schools should focus their study on Christianity and one other faith. Islam is the suggested other faith. The choice will be determined by the local context. Key Stage 2 At key stage two, schools should focus on Christianity and two other faiths taking note also of nonreligious world views. It is suggested that Islam is studied as one of the other faith. This choice again will be determined by the local context. Key Stage 3 and beyond At key stage three and beyond, schools should focus on Christianity and three other faiths and take note of non-religious world views. The choice again will be determined by the local context, but schools should seek to ensure that pupils have achieved a breadth of knowledge. Those pupils who undertake an examination course, their breadth of study will be in line with examination board.

# **COLLECTIVE WORSHIP POLICY**

***It is important to recognise that daily collective worship is a legal requirement under the 1988 Education Act.***

All registered pupils (note 4 on page 10) attending a maintained school should take part in daily collective worship (see paragraphs 83-87 for the parental right of withdrawal). It is the head teacher's duty to secure this.

Collective Worship should promote the spiritual, moral, cultural, mental and physical development of pupils at the school. We consider family backgrounds, age and aptitude. We prepare our pupils for the opportunities, responsibilities and experiences of adult life.

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. These activities offer explicit opportunities for pupils to consider the response of religion to fundamental questions about the purpose of being, morality and ethical standards, and to develop their own response to such matters.

Every school must by law provide religious education and daily collective worship for all its pupils, with the exception of those pupils who are withdrawn from these activities by their parents. (See RE Policy for ‘Right to Withdraw.’)

In community schools, the head teacher is responsible for collective worship provision, in consultation with the governors. Most acts of collective worship in any given school term should still be “wholly or mainly of a broadly Christian character”. In other acts of worship, consideration should be given to “circumstances relating to the family backgrounds of the pupils which are relevant for determining the character of the collective worship which is appropriate in their case” and to the “ages and aptitudes” of the pupils. **As our pupils are predominantly Muslim, Samuel Allsopp Primary and Nursery School applied to SACRE for a “determination” as it is inappropriate for our Collective Worship to be “wholly or mainly of a broadly Christian character”.** (These exemptions are covered by Schedule 20 of the School Standards and Framework Act 1998.)

In community schools, teachers cannot be required to attend or lead collective worship, but do not have a right to withdraw from the non-worship part of assembly (a reasonable requirement because of the need to supervise pupils). Teachers cannot be required to teach RE unless their contract shows they have been explicitly employed to teach it; Teachers cannot be disadvantaged in their employment because of their religious opinions or the fact that they do not attend religious worship; Under the School Teachers’ Pay and Conditions Document, teachers are required to undertake their professional duties under the reasonable direction of the head teacher.

***Collective Worship is used to enhance our Religious Education Programme***.

* To foster a sense of community and shared values and be relevant to the needs of all pupils, to add significance and meaning to their daily lives
* To enable pupils to practise certain skills such as being still, listening, participating, saying or singing words together
* To provide and develop an inclusive opportunity to build and reinforce the community feeling and values of the whole school
* To reflect the rich diversity of religious beliefs and concepts within our society
* Provide a variety of opportunities for spiritual, moral, social and cultural

 development

* To provide opportunities for expressing shared experiences and interests and for

 celebrating special occasions together

* To provide opportunities in which pupils interact with other year groups, staff and on occasions the wider community
* To fulfil statutory requirements of a daily act of collective worship for all pupils.

**The Aims of Collective Worship at Victoria Community:**

* Provided for all pupils
* Be non-denominational
* Be sensitive to the needs or our Muslim pupils
* Consider family backgrounds, ages and aptitudes of pupils, including those with special needs
* Include material from a variety of faiths and respond to festivals, celebrations and special events
* Be part of the general educational aims of the school
* Help to raise the awareness and values of the school community
* Raise awareness of self, others, and the world in general and lead pupils to develop self respect and empathy with others
* Acknowledge the existence of a Supreme Being

**Organisation of Assemblies / Collective Worship**

Collective Worship is an integral part of our assembly programme***.*** Samuel Allsopp Primary and Nursery School have a “bank” of themes which can be used during assemblies. (See Appendix A.)

Monday assemblies sets out the focus for the week and may suggest ideas that can be developed in the classroom. Class Assemblies can either relateto the Assembly Theme of the week or to RE / PSHE lessons.

We have a range of music to create a calm and quiet atmosphere for the children at assembly time. We acknowledge and reward good work and behaviour during our Friday Assemblies.

### **Resources**

* RE resources and artefacts are available in the photocopy rooms.
* Resources from the Community – we have visiting speakers from a variety of faiths.
* Muslim colleagues and parents provide us with a lot of support and resources.

### **Cross reference to other policy documents**

* RE Policy
* Ramadan and Eid
* Equal Opportunities
* Special Educational Needs
* History
* Geography
* PSHE

We aim to include everyone in our assemblies, although we recognise the law allows parents to withdraw their children from Collective Worship and that teachers are also allowed to withdraw.

**APPENDIX A: Themes for Assemblies and Collective Worship**

* School ethos
* School codes of behaviour
* Harvest Festival
* Caring and Sharing
* Helping Others
* Festivals
* Celebrations (Christmas, Easter, May Day)
* Special Events- Poppy Day, Bonfire Night
* New Beginnings
* Traditions
* Feelings
* Looking at the Holy Scriptures of different religions (special books)
* Our Environment
* Special Journeys
* Great Lives
* Safeguarding
* PSHE topics
* World Events

**RAMADAN AND EID POLICY**

#### **Aims**

* To be sensitive to the beliefs of our Muslim Community.
* To support, respect and value children’s individual commitment to their religious beliefs.
* To develop positive attitudes in all our children towards each other's religions.

#### **Objectives**

* To balance the needs of the National Curriculum and our legal requirements with a sensitivity to the needs of our Muslim children.

#### **Fasting**

* Children in Year 6 may fast with their parents' prior permission.

#### **Religious Education during Ramadan**

* A Muslim colleague or school leader may want to address the children during an assembly prior to Ramadan to clarify requirements.
* To focus on the total ethos of Ramadan to include the ideas of purity of thought, word and deed.
* Toinclude the expertise of our Muslim colleagues, for example – special visitor.
* To make comparative studies of other religions as appropriate.
* To focus on Ramadan and Eid through our assemblies.

#### **PE and Swimming**

* Children will be expected to do PE and go swimming during Ramadan since this is a legal requirement.
* Parents to be informed that swimming will take place and advised on aspects of safety.
* If athletics or Sports Day falls during summer, fasting discussion will take place beforehand with the Headteacher.

#### **Singing**

Music will take place during Ramadan as it is a legal requirement.

**Celebrations**

Each year we will decide upon a suitable celebration for Eid (e.g. parties, assemblies, a concert etc.)

## **Educational Visits**

Ramadan will be considered when planning educational visits for Year 6 children.

#### **Provision of a Prayer Room for Staff**

Should staff require a place to complete their prayers, a space will be arranged according to the staff requesting it. Where possible this will be a quiet place away from disruption. Staff would be requested to provide their own prayer mat. Prayers should not take place during teaching time or directed time where possible.

## **Meetings**

Any meeting arranged during Ramadan should take into consideration fasting times (e.g. Staff/Key Stage Meetings and Parents Evening).

#### **Holiday for Eid**

* We work within National guidelines which allow children to have one day absence from school for each religious festival. (Refer to attendance policy for further details.) Governors have resolved that Muslim staff be granted one day leave of absence with pay\* to celebrate both Eid-ul-Fitr and Eid-ul-Adha, if they fall during term time. (\* Leave of absence with pay does not apply to staff who are paid on a sessional basis.)
* We will make appropriate arrangements in school for non-Muslim children during the Eid holiday to ensure that they receive appropriate education on these days, this is normally delivered as a workshop of activities throughout the day based on a common theme.

#### **Glossary**

Shab-e-barat The night of the fifteenth of Shabân - a one day fast. (This would

(Urdu) be a suitable date for staff to meet to discuss the preparations for

Lailat-al-barâ'a fasting during the month of Ramadan and Eid ul-Fitr).

(Arabic)

Ramadan 28 day fast which commemorates the first revelation of the Qur'an to

(or Ramzan) Mohammad. Muslims abstain from food and drink during the hours of daylight.

 Children may tell you they are keeping "Roza" (a one day fast) or

 "Rozè" (more than one day).

Laila al-Kadhr On the 27th day of Ramadan there is a special night 'The Night of

Laylat-ul-Qadr Power' which specifically commemorates the revelation of the Quran

Lailat-ul-Qadr to Muhammad. On this night most Muslims will stay awake reciting

 the Holy Quran and saying prayers.

Qur'an The sacred book of Islam.

Eid ul-Fitr Festival which marks the end of Ramadan (sometimes known as Little

 Eid).

Eid Mubarak Blessed Festival - Happy Eid.

Hajj or Haj Pilgrimage to Mecca. It is an annual event obligatory to all

 Muslims who can afford to undertake it once in their lifetime.

Mecca-Makkah Where Muhammad began to teach his message. It is in Saudi Arabia. The nucleus of Islam.

Eid ul-Adha Festival which marks the annual completion of the Hajj and

commemorates the Prophet Abraham's sacrifice of a sheep in the place of his son Isaac (sometimes known as big Eid).