



Sea View Community Primary School

Collective Worship policy

UNCRC

We are a Rights Respecting School and pay due regard to the United Nations Convention on the Rights of the Child (UNCRC) in all our working practices. We consistently reference and remind our children of the articles and the importance of the convention. We use the convention to promote a positive behaviour ethos across the whole school community.

The articles linking to this policy are: A2, A3, A12, A15, A19, A22, A26, A28, A29 and A31

Equality Statement At Sea View Community Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race and nationality, gender, gender identity, disability, religion or belief, sexual orientation, pregnancy, marriage, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Sea View Community Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

The school has a full and separate Equality Policy. Please consult this for further details.

About the School

Sea View Community Primary School is made up of children that originate from many nationalities, cultures and faith groups. At Sea View Community Primary we aim to celebrate

this diversity and offer a welcoming and inclusive environment for all our pupils including new arrivals and those with EAL (English as an Additional Language). We believe that Religion Values and Ethics (RVE) is an opportunity to celebrate and foster awareness of these cultures within our school. RVE is taught in accordance with the aims of the City and County of Swansea Agreed Syllabus.

The policy for RVE at Sea View Community Primary should not be viewed as policy for the subject in isolation it should be part of the overall curriculum.

Legal Requirement in RVE

This policy has been written to comply with the City and County of Swansea Agreed Syllabus for RVE and which aligns with the Curriculum for Wales as well as the Welsh Government RVE guidance.

Director of Education for Swansea States:

This syllabus has been co-constructed with stakeholders across Swansea, including teachers and pupils as well as representatives from religious and non-religious communities. The Swansea RVE Agreed Syllabus, alongside the WG guidance for RVE will support schools and teachers as they use their autonomy and subsidiarity to develop their own bespoke RVE curriculum appropriate to their learners and setting. It is not intended to be used as a curriculum or as a scheme of learning but is designed to provide further guidance in the development of objective, pluralistic and critical RVE. Religion, Values and Ethics is a mandatory element of the Curriculum for Wales for pupils age 3- 16. I hope that this syllabus will support all schools as they seek to design their RVE curriculum, within the Humanities Area of Learning of the Curriculum for Wales. Using the four purposes of the Curriculum for Wales as the driver for the construction of the Swansea Agreed Syllabus, I anticipate that this Agreed Syllabus will help to develop religiously literate pupils who have deep and authentic knowledge of religion and worldviews, who have opportunities to engage in the big questions and who are able to reflect upon and discuss not only their values, but those of others too. This Syllabus has been designed to enable our learners in Swansea to become ethically informed and able to be actively involved contributing members of our diverse, multi religious and multi secular world.

Forward from Swansea SACRVE

To all Swansea schools, Having an Agreed Syllabus is integral to giving RVE the value and status that it deserves in State Schools. It will ensure that provision for RVE becomes an essential part of the planning in the Humanities Area of Learning and will not be a 'bolt on'. This AS will support colleagues in their planning of RVE as a subject and as part of the Humanities AoLE. Furthermore, it ensures that there is explicit continuity between Faith and State schools in their provision of pluralistic, objective and critical RVE. Whilst not being statutory, the Agreed Syllabus provides practitioners with a secure platform from which to work whilst, raising the profile of RVE in the context of the Curriculum for Wales, having given careful consideration to how this meets the 'What matters statements' and the Four

Core Purposes of Education. We wish you the very best wishes for your RVE curriculum planning and look forward to working with you in supporting your RVE journey with your learners

In addition Sea View Community Primary School complies with the School Standards and Framework Act 1998 that states ***'The curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all registered pupils at the school'***.

Rights of Withdrawal

From September 2022, there will be no parental right to withdraw from RVE in respect of all learners up to and including year 6, as the Curriculum for Wales will be implemented by all primary schools and settings from this date. This will also apply to learners in year 7 whose schools have adopted the Curriculum from Wales. It will then be implemented as the Curriculum for Wales is delivered to subsequent year groups.

Religion Values and Ethics and the New Curriculum for Wales

In the new curriculum for Wales RVE will be under the umbrella of 'Humanities'.

The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area

encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present. The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills.

What matters in this Area has been expressed in five statements which support and complement one another, and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.

Humanities is central to learners becoming **ethical, informed citizens of Wales and the world**. In contemporary and historical contexts, investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as in the wider world, can help learners discover their heritage and develop a sense of place and *cynefin*. It can also promote an understanding of how the people of Wales, its communities, history, culture, landscape, resources and industries, interrelate with the rest of the world. Contemplating different perspectives will in turn help promote an understanding of the ethnic and cultural diversity within Wales. Taken together, these experiences will help learners appreciate the

extent to which they are part of a wider international community, fostering a sense of belonging that can encourage them to contribute positively to their communities.

It is important that learners reflect upon the impact of their actions and those of others, and how such actions are influenced by interpretations of human rights, values, ethics, philosophies, religious and non-religious views. Through being encouraged to engage with, respect and challenge a variety of worldviews, as well as to understand how to exercise their democratic rights, learners can imagine possible futures and take social action. Such critical engagement with local, national and global challenges and opportunities past and present will help learners become **enterprising, creative contributors, ready to play a full part in life and work.**

As they explore their locality and Wales, as well as the wider world, learners can establish a solid base of knowledge and understanding of geographical, historical, religious, non-religious, business and social studies concepts. This exploration will encourage learners to participate in different methods of enquiry, evaluate the evidence that they find, and apply and communicate their findings effectively. These experiences, in and outside the classroom, will help them become **ambitious, capable learners, ready to learn throughout their lives.**

It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges and social inclusion issues. Likewise, opportunities to explore the natural world, locally, within and beyond Wales, will help foster in them a sense of place and of well-being. These experiences will help develop learners' resilience, build independence, and increase self-confidence and self-esteem. This will support the development of **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**

RVE within the Curriculum for Wales (Welsh Government RVE Guidance)

Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area of Learning and Experience (AoLE). The Area encompasses Business Studies, Geography, History, Religion, Values and Ethics and Social Studies. These disciplines share many common themes, concepts and transferable skills whilst having their own discrete body of knowledge and skills. RVE within the Curriculum for Wales can offer a distinctive contribution to the realisation of the four purposes for all learners. As such, this syllabus supports schools and settings in developing provision for RVE that prepares learners in Wales for life and work in a fast-changing and diverse world, as responsible and informed citizens. RVE guidance is located within the Humanities Area and incorporates a range of disciplinary approaches that can be used by learners to engage critically with a broad range of religious and non-religious concepts. For example, disciplinary approaches relevant to RVE may include religious studies, philosophy, theology, sociology, psychology, and

anthropology. There are also strong relationships between RVE and the other disciplines within Humanities as well as with other Areas. Concepts are important in RVE because they are central ideas that help learners to make sense of and interpret human experience, the natural world and their own place within it. Learners will have opportunities to explore RVE concepts through a variety of sub lenses which make up the RVE disciplinary lens. These concepts and sub lenses are set out in this RVE guidance. In the Curriculum for Wales, RVE is objective, critical and pluralistic, both in content and pedagogy; it is not about making learners 'religious' or 'non-religious'. The expression 'objective, critical and pluralistic' comes from European Convention on Human Rights case law. The Curriculum and Assessment (Wales) Act 2021 ensures that all learners must be offered opportunities through RVE to engage with different religions and non-religious philosophical convictions in their own locality and in Wales, as well as in the wider world.

Statements of 'What Matters'

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in
- different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

New Curriculum for Wales

The statements of what matter within the Humanities AoLE are mandatory and must be incorporated not only within the curriculum design for RVE and Humanities but also within the teaching and learning opportunities and experiences developed for learners. The code can be found here.

1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
2. Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
3. Our natural world is diverse and dynamic, influenced by processes and human actions.
4. Human societies are complex and diverse, and shaped by human actions and beliefs.

5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Collective Worship

Takes place everyday through both whole school assemblies and in class worship.

Pupils celebrate special occasions throughout the school year i.e. Harvest time, Christmas, St David's Day and Easter.

Our Aims

RVE provides opportunities for children to promote knowledge and understanding of religious belief and practices and contributes to the spiritual development of all pupils.

RVE should allow pupils:

- To develop their knowledge and understanding of religions represented in Great Britain
- To explore issues within and between faiths to help them understand different beliefs and cultures.
- To consider questions about the meaning and purpose of life
- To learn about religious and ethical teaching
- To develop a sense of identity and belonging
- To acquire and develop skills for engaging, exploring and expressing
- To reflect on, analyse and evaluate their beliefs, values and practices

Our Objectives

We aim to achieve the objectives through:

- Fostering children's feelings of wonder and delight through extending their curiosity and imagination
- Encourage children to recognise their own value and importance as individuals
- Help children to learn about the religious beliefs and cultures of others and to express their own beliefs and values
- To introduce the children to key figures in various religions
- Provide opportunities for children to participate in festive experiences from other cultures

Teaching and Learning within RVE

Experiential Learning

A wide range of methods will be used to make the teaching of Religious Education valuable and relevant to the age of the children. Appropriate methods will be used by the teacher according to the activity. Children will be given the opportunity to work in pairs and in groups. Children will have the opportunity to both ask and answer questions and to reflect on their thinking. We aim to provide opportunities to:

- Have visits by members of faith communities
- Visit places of worship

- Explore sensory experiences such as tasting, touching, listening, talking, looking and smelling
- Explore artefacts from various religions
- Be involved in active learning e.g. role play, drama, art, craft, music, song, debate, discussion

Structure of Teaching and Learning

The principal religions, in addition to Christianity are as follows:

- Buddhism
- Hinduism
- Islam
- Judaism
- Sikhism

Forest Phase: Nursery/Reception:

- Themselves
- My Special Things
- My Special Places
- Special People
- People who help us
- Our World/Living Things

Within the topics – Dyma Fi, Animals, Super Me, People Who Help Us, Pets & Mini-beasts.

Year 1, Year 2 & Year 3:

Christianity, Islam and Judaism

Years 4- 6:

Christianity, Islam, Sikhism, Buddhism and Hinduism

In developing the RVE curriculum and teaching and learning opportunities for learners within RVE, consideration should be given to:

1. Preventing learners from developing misconceptions about religion and non-religious philosophical convictions/worldviews.

2. Developing a curriculum that allows learners to develop their knowledge and understanding in sufficient depth and avoids superficial coverage of chosen content. 3. Creating a curriculum that is structured and well-sequenced which will support learners in their development through the progression steps.

Literacy and Numeracy Framework (LNF)

The LNF sets the skills we expect learners to develop. Within literacy we expect learners to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy we expect learners to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

Teachers will be able to use the LNF to:

- develop curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF
- integrate literacy and numeracy into their teaching – whatever the subject matter
- inform discussions with parents/carers, learners and other teachers about learner performance
- help learners with their own self-assessment activities and planning for learning
- monitor, assess and report on individual learner performance
- identify learners who may benefit from intervention or who are working beyond age-related expectations.

Inclusion and Differentiation

Religion values and Ethics is taught to all children regardless of their ability. Through teaching opportunities are provided to enable all pupils to make progress and cater for their individual needs ensuring that work is set at an appropriate level. It is our aim to provide suitable experiences for those children who are More Able and Talented as it is our aim to provide for those children who have an IDP or Additional Learning Needs. Lessons will be differentiated to cater for the needs of all pupils through the provision of purposeful and challenging learning experiences. Children will EAL (English as an Additional Language) will be supported through additional support from bilingual teaching assistants.

Assessment and Recording

Teachers planning identifies opportunities to develop generic and subject specific skills and to assess

Pupil's levels of achievement in relation to learning outcomes and level descriptors.

Assessment will be ongoing and will take the form outlined in the schools Assessment,

Recording, Reporting and Feedforward Policy. Pupils should have regular feedback regarding their work. Records of pupil's achievement can be derived from formal and informal assessments and self-assessments by the pupil. Evidence of achievement should be derived from a variety of activities including written, oral, practical and artistic activities. These activities can be conducted in a variety of contexts, such as individual tasks, paired and group work and whole class settings. Evidence may therefore be gathered through observation, pupil's work or discussion. Self-assessment is another valid means of gathering evidence.

Reporting

Schools are required to issue annual reports to parents on all subjects taught within the Curriculum for Wales RVE will be part of 'Humanities'. The report will include comments on what each child has achieved within the broad terms of the core elements.

Monitoring and Evaluation

The RVE Coordinator will be responsible for monitoring the standards of pupils' learning and the quality of

provision. The coordinator will support colleagues in the provision of RVE by:

- Looking at teachers' planning and links with other subjects
- Questioning pupils
- Looking at displays
- Observations
- Questionnaires
- Assemblies
- Audits of resources

Staffing

The RVE coordinator will lead the staff and co-ordinate the development of the school's RVE. He/she will provide inspiration, work with colleagues, make information available to all, have informal/formal discussions with staff about their needs and what they would like and support them.

Bilingualism

Our children are living in Wales therefore there is a huge emphasis on Bilingualism. The aim is to give children the opportunity to use the Welsh language independently throughout the curriculum.

Curriculum Cymreig

Pupils should be given the opportunity to develop knowledge and understanding of the culture, economic, environment, historical and linguistic characteristics of Wales. RVE contributes through allowing the pupils to appreciate the characteristics of religion within Wales.

Role of the RVE Coordinator

The RVE subject coordinator's role is:

- To prepare the policy and scheme of work and review where necessary
- To be aware and manage the use of resources through purchase, organisation and review
- To attend appropriate courses and give feedback and keep up to date with new developments
- To advise and support staff in the planning, delivering and assessment of RVE
- To monitor and evaluate RVE through the school