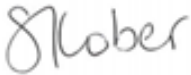





Lumen Learning Trust

Learning together for a brighter future

Religious Education Policy including Collective Worship

DATE APPROVED BY LUMEN LEARNING TRUST	11 th December 2025		
REVIEW DATE Biennial	11 th December 2027		
SIGNED DEPUTY EXECUTIVE PRINCIPAL	Sarah Kober 	DATE	11/12/2025
SIGNED CHAIR OF DIRECTORS	Jo Roberts 	DATE	11/12/2025

The Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

Introduction

The learning and teaching of Religious Education (RE) within Lumen schools aims to develop children's intellectual, social, emotional and spiritual understanding of both themselves and the world in which we live. RE aims to foster co-operation, self-confidence, independence and tolerance in our multicultural world.

The national curriculum states the legal requirement that: 'Every state-funded school must offer a curriculum which is balanced and broadly based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.' In addition, it states that 'All state schools... must teach religious education... All schools must publish their curriculum by subject and academic year online.' ('The national curriculum in England: Framework document', Sept. 2013, page 4).

Our teaching follows the Surrey County Council Agreed Syllabus for Religious Education in Surrey schools 2023-2028. (<https://d3hgrlq6yacptf.cloudfront.net/64512e98ef5d6/content/pages/documents/surrey-agreed-syllabus-for-religious-education.pdf>).

Aims of Teaching

The Lumen Learning Trust aims to develop:

- Children's appreciation for their own heritage, including the beliefs and culture that have shaped their understanding of the world around them.
- Children's knowledge of and respect for world religions.
- Children's ability to reason and discuss different points of view.
- Children as global citizens, living in harmony with people of all faiths and backgrounds.

Inclusion

We aim to ensure that the RE curriculum is inclusive and accessible to all children regardless of gender, race and ability. Children are enabled within the RE curriculum through teachers' use of relevant approaches and appropriate activities to challenge and support all children.

RE gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and build understanding of other cultures and beliefs. All children are taught the schools' adopted scheme of work irrespective of their ethnicity, culture or ability.

Roles & Responsibilities

The Executive Principal, supported by the Local Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure collective worship takes place in the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- an understanding that the Chair of Governors seeks to ensure that appropriate action will be taken to deal with all prejudice related incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- a Chair of Governors who visits the school regularly, to liaise with the Headteacher and the RE subject leader and to give assurances to the Board of Directors;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher and Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that daily collective worship takes place in the school;

- nominate a member of staff to be responsible for the organisation and development of this policy but is aware that teachers cannot be directed to conduct collective worship;
- work closely with the Chair of Governors and RE subject leader;
- provide leadership and vision, in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

The Curriculum Team will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated Governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessment when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

All School staff will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Children will:

- be aware of and comply with this policy;
- during collective worship assemblies be dignified, respectful, calm and reflective;
- treat others and their beliefs with respect.

Parents/Carers will:

- be aware of and comply with this policy;
- be invited to attend special assemblies e.g. Christmas.

The Curriculum

Every Lumen school teaches religious education for at least the minimum number of hours, as recommended in the Dearing review of the National Curriculum.

- Key Stage 1 - 36 hours per year (72 hours over the Key Stage)
- Key Stage 2 - 45 hours per year (180 hours over the Key Stage)

Our school RE curriculums are based on the Surrey LA's Agreed Syllabus 2023-2028 and it meets all the requirements set out in that document. The ERA (Education Reform Act) states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should take account of the teachings and practices of other major religions.

EYFS

RE is taught thematically, topics are based on children's own lives and religious experiences. Particular focus is given to RE themes in the teaching of Understanding the World ('People and Communities') and Personal, Social and Emotional Development ('Making Relationships' and 'Self-Confidence and Self Awareness').

Key Stage 1

Children will be introduced to the study of Christianity, as well as aspects of Judaism and Islam. The schemes of work will also incorporate consideration of non-religious beliefs.

Key Stage 2

Pupils will further develop their study of Christianity and aspects of Judaism and Islam. Aspects of Hinduism, Sikhism and Buddhism will also be introduced. The schemes of work will also incorporate consideration of non-religious beliefs. The Additional Study Units at Key Stage 2 also all children begin to consider moral, ethical and philosophical issues.

Cross Curricular Links

Literacy

RE provides opportunities for pupils to develop their organisation and presentation skills through extended writing.

Computing

RE provides opportunities to develop skills in using research tools to further their own understanding of a range of spiritual beliefs.

History

RE provides opportunities to explore the beliefs of ancient civilisations and how others have influenced the development of these faiths.

PSHE

RE supports children to understand their own beliefs and to develop respect for the views of others. There are also opportunities for pupils to explore their responsibilities as global citizens.

Spiritual, Moral, Social and Cultural Development

RE provides opportunities to contribute to *spiritual development* through:

- Discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.
- Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God.
- Valuing themselves as unique individuals.
- Valuing relationships and developing a sense of belonging.
- Developing their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to contribute to *moral development* through:

- Enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice.
- Studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- Considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to contribute to *social development* through:

- Considering how religious and other beliefs lead to particular actions and concerns
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- Articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious Education provides opportunities to contribute to *cultural development* through:

- Encountering people, literature, the creative and expressive arts and resources from differing cultures
- Considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- Promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith co-operation can support the pursuit of the common good.

Planning

Planning is based on units of work which make up the Surrey County Council's Agreed Syllabus 2023-2028.

Units of work focus on the following religions:

- Christianity
- Judaism
- Islam
- Hinduism
- Buddhism
- Sikhism

Assessment

RE has specific learning outcomes; these refer to what pupils should know, understand and be able to do (skills) by the 5 responses given to those questions by religion and philosophies throughout the ages. The thematic topics offer a broad enquiry through which big questions are used to assess pupils' learning across different religions and to help them make meaningful connections between them.

Progression in RE depends upon the development of the following generic skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive, to higher level thinking and more sophisticated skills.

- Reflection
- Empathy
- Investigation
- Interpretation
- Evaluation
- Analysis
- Synthesis
- Application
- Expression

A child's achievement in RE is formally reported to parents in their annual report.

Resources

The RE subject leader is responsible for sourcing and maintaining appropriate resources and will complete an annual resource audit to ensure that materials continue to be relevant and support learning effectively. Class teachers should approach the subject leader with any requests for new resources.

Collective Worship

Collective Worship is a time when the whole school, or groups within the school, meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development (as listed above).

Aims of Collective Worship

Collective Worship contributes to the ethos of schools within the Trust and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

Contribution of Collective Worship to aspects of the Curriculum

Collective Worship is distinct from curriculum time. However, in Trust schools, Collective Worship will, at times, feature aspects of the curriculum which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources, and provide pupils with the opportunity to 'respond' on their own level.

Management of Collective Worship

Due to the diverse ways in which collective worship is organised and delivered within our schools, its management can be a shared responsibility with oversight provided by the RE subject leader. The senior leadership team and class teachers work collaboratively with the RE leader to plan, lead and evaluate collective worship.

Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and will take place in the school hall or the classroom. Collective acts of worship are incorporated into whole school assemblies, RE and PHSE lessons.

Leadership

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

Planning Acts of Collective Worship

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils. Topics selected for Collective Worship will reflect a broad range of moral, spiritual, cultural and social themes, in line with DfE guidance, and will be planned to support pupils' personal development.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. Together with weekly planning and recording sheets, these will ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship taking place.

The Act of Collective Worship

A variety of teaching and learning styles, and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made.

Withdrawal

Our assemblies will be conducted in a manner as sensitive and inclusive so as to ensure that all children feel comfortable to attend the assembly.

Withdrawal of children from RE and Complaints Procedure

The Department for Children, Schools and Families (DCSF), a predecessor of the DfE, published non-statutory advice on RE in schools in 2010. The guidance remains current. Parents have the right to withdraw their child from all or part of RE teaching. We trust, however, that through open communication at the outset and a clear message about the vision and values of the school, such situations will be rare.

Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed. If a child is withdrawn from RE, the school will supervise the child but is not obligated to provide additional teaching or to incur extra cost. If the learning involves an external visit, the child will usually remain on school premises as an alternative.

Any complaints about the content or delivery of RE should be addressed to the Headteacher of their child's school.

Monitoring

The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. This includes determining appropriate educational visits and visitors.

Review and evaluation

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Development Plan.