

West Melton Primary School



DRAFT RE policy

September 2018

Written by	Dawn Roper	
<u>Agreed by</u>	All Staff	
<u>Approved by</u>	Governing Body	
<u>To be reviewed</u>	July 2019	

Religious Education Policy

Introduction

West Melton Primary School is made up of pupils who originate from a few different nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers. We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Statement of intent

West Melton Primary School recognises the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of the LA and that of WPT schools.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

'Religious education actively promotes the values of truth, justice, care for all and respect of the environment. It places specific emphasis on pupils valuing themselves and others, the role of the family and community in religious belief and activity, and the celebration of diversity in society through understanding similarities and differences.' (QCA 2007)

By both learning about and learning from world religions, children are able to progress, not only in their understanding of major faith communities, but can also begin to apply this understanding to the issues of shared human experience and questions about their own personal search. In addition, RE has an important role to play in the spiritual, moral, social and cultural development of children.

Legal Requirements

Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

1.2. This policy has been created with regard to the following DfE guidance:

- [Maintained schools only] DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2017) 'Statutory framework for the early years foundation stage'

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject, but is part of the basic curriculum. As such, it has equal standing with all subjects within a school's curriculum, in that it is compulsory for all registered pupils. In line with government legislation, West Melton Primary School is delivered in accordance with the Rotherham Agreed Syllabus 2016.

RE is planned for and delivered in class. In addition to this there is a yearly RE day, during which children learn about a specific religion, and share their work with the rest of school at the end of the day. RE assemblies are also delivered throughout the week, covering different religions, events, festivals and sometimes also involve a religious speaker. Parents are informed in the school prospectus that they have the right to withdraw their pupils from religious education. Parents who choose to withdraw their children from Religious education lessons are required to state this in writing annually to the Headteacher.

We believe that it is the responsibility of the parents who have chosen to withdraw their children from school RE to provide acceptable alternative religious education work for their children to do during RE lessons. We expect that this work will be discussed with the class teacher so that these children can be fully included, and their alternative work linked to what the rest of the class are learning.

In Religious Education at West Melton Primary School, we aim to enable children:

- To develop knowledge and understanding of Christianity and other principle religions and to develop their thinking and feelings about what it might be to belong to these faith communities and to have particular beliefs.
- To learn from different religions, religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- To develop respect for, and empathy with others.
- To combat prejudice.
- To develop their own concepts and views.
- To ask questions about life and its meanings, beliefs and ultimate values.
- To identify and explore questions which relate to the pupils' lives, and to think carefully about possible answers.
- To experience concrete learning opportunities which promote the pupils' understanding and appreciation of the character of different faith communities.
- To access space and time for reflection which leads to personal growth.
- To develop skills which a particular contribution to learning in RE e.g. reflection, imagining, stillness.
- To take part in secure, calm and thoughtful conversations about beliefs.
- To develop a sense of awe and wonder.

Pupil Entitlement

In accordance with the law, we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable (in addition to collective worship), as required by the Agreed Syllabus and recommended by the QCA.

KS 1 36 hours per year

KS 2 45 hours per year/1 hour per week

The Scheme of Work

The school accesses the suggested framework for the teaching of RE scheme of work for Religious Education covers all the requirements of the Agreed Syllabus. RE is taught in halftermly units in a combination of religion-based and thematic topics.

How RE is organised

EYFS

In the Foundation Stage, religious education is an integral part of the work covered during the year. The RE aspects of the children's work, are related to the objectives set out in the Early Learning Goals for children aged three to five. The particular early learning goals are given specific guidance for religious education-related experiences and opportunities by the Rotherham Agreed Syllabus 2016.

KS1

In KS1, children will be taught the Knowledge, Skills and Understanding through the following areas of study: Christianity 1 and 2, Judaism and Islam.

KS2

In KS2, children will be taught the Knowledge, Skills and Understanding through the following areas of study: Christianity, Hinduism and Islam.

Teaching and Learning

Planning for Religious Education is based on the three Attainment Targets in the Agreed Syllabus:

1. Knowing about and understanding religions and world views.
2. Expressing and communicating ideas related to religions and world views.
3. Gaining and deploying the skills for studying religions and world views.

Knowing about and understanding religions and world views includes describing and making connections between beliefs. Children will learn about celebrations, worship, symbols pilgrimages and stories. Expressing and communicating ideas related to religions and world views is concerned with asking and responding to questions about what communities do. It also includes the skills of responding to similarities between different religions and world views. Gaining and deploying the skills for studying religions and world views involves exploring questions about belonging, meaning and truth. Children discuss and apply their own and others ideas about ethical questions, including what is right and wrong, and consider ways in which diverse communities can live together for the well-being of all.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We have regular visitors in school from the local churches too, including assemblies delivered by the local 'Open the Book' group, hoping to bring religious stories and events alive for children.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development (Please see SMSC policy)

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience. Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Recording, Marking, Assessment and Reporting

Assessment for learning

We assess children's work in religious education by making informal judgements as we observe them during the lessons. We mark a piece of work once it has been complete and we comment as necessary. On completion of a unit of work we make a summary judgement of the children's skills using 'I can' statements. These statements are kept as a record in the children's folders, which we then use as a basis for assessing the progress of each child and for passing on information both to the next teacher and to the RE subject leader.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader. The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary. RE planning is collected for monitoring twice a year every, and the scheme of work is evaluated annually.

Signed by:

 Z Norris

Headteacher

Date: _____

Chair of governors

Date: _____

Review date: _____