

DREW PRIMARY SCHOOL

Religious Education Policy



‘Learning today for tomorrow's world.’

Agreed at Governing Body Meeting on

Signed Head teacher:

Signed Chair of Governors:

INTRODUCTION

At Drew Primary School we base our approach to Religious Education on the following:

- We believe that Religious Education assists in the promotion of the moral, spiritual, cultural and social development of the child preparing them for responsibilities and opportunities they will experience in the future. Religious Education is important for children to understand each other and to break down fear and prejudice.
- In line with British Values, we believe Religious Education should be broadly based, reflecting that Christianity is the main religion, but others such as; Islam, Sikhism and Hinduism, have an importance in the local community. Reference should be made to the Jewish and Buddhist traditions to widen our children's understanding of the world.
- We believe that the teaching of Religious Education should be non-sectarian and not confined to purely giving out information. It is an academic discipline and is at the heart of the curriculum. Religious Education does not seek to urge religious or non-religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another.
- We believe that all children should be concerned about wider areas of morality, the difference between right and wrong and the effect that our actions have on others.

AIMS

The specific aims are to ensure children:

- Develop a sense of self, of community and of the world beyond (See Newham Agreed Syllabus 2015).
- Gain the knowledge and understanding of different religious beliefs, ways of life, symbols, social rules and customs.
- Realise questions about the different Gods and religion can be interpreted in different ways.
- Are able to develop their own values, beliefs and attitudes through reflection of their own and others' experiences.
- Show sensitivity, tolerance and respect for their own and other's feelings and actions.

IMPLEMENTATION

Religious Education will be taught in a block at the end of each half term, up to a total of:

36 hours per year - KS1

45 hours per year - KS2

The Scheme of work is based on the Newham Agreed Syllabus for Religious Education (MAY 2016).

The content of this scheme has been adjusted to cover the needs of our pupils. In addition, appropriate festivals throughout the year and moral themes taken from Collective Worship sessions are also encouraged in order to ensure a balance of subject content.

Religious Education contributes to the whole school development of positive attitudes towards oneself and other, and therefore a degree of flexibility in the classroom teaching and management will be required to make the most of appropriate opportunities for debate and discussion.

All teaching staff will give information about any faith or religious group without bias and as accurately as possible. The input of the teacher should enable children to examine and understand their own beliefs and experience, while appreciating the role of the community in respect to the child's own personal faith.

Planning is completed in the designated half-terms and is delivered to ensure continuity and progression. It will be taught using whole class teaching, differentiated groups and ability group teaching.

Different activities such as stories, discussions, drama, games, art, music and role-play will be used to develop the awareness of children's feelings and opinions. Each year we organise educational visits to a variety of places of worship so that over their time at primary school, they will have had the opportunity to visit the main religious buildings. We also arrange visits from the different faith leaders such as; an Imam, Vicar and representatives from Faith in schools.

RESOURCES

Books and materials, including artefacts, video, posters and computer materials to support RE are kept by the subject leader and made available to teachers upon

request. A list of useful websites and resources for each year group, are available to teachers on the MLE, as well as schemes of work for each unit.

Foundation Stage:

In the Foundation Stage, RE is not taught as a distinct curriculum area. However, many of the EYFS development strands such as; Understanding the World and Personal, Social and Emotional Development, lead into the two RE attainment targets. Specific ways of linking early learning are shown in the support units that can also be found on the MLE.

Key Stage 1 and 2:

There is a systematic study of Christianity and the 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). There is opportunity for smaller religions to be studied as well as atheist and agnostic points of view within any of the support units. The units highlight opportunities to learn outside the classroom as well as creatively through the arts, and scheme of work has RE skill sets that children should acquire across their time at school.

SEN/EAL Issues:

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will include the need to adapt lessons to account for children's different learning styles, especially those to whom English is an additional language (through use of suitable communication mode, visual aids and Communicator and/or Teacher of the Deaf support), children with Specific Special Educational Needs and the More Able children.

ASSESSMENT

The class teacher will make judgements about the progress of children with regard to their developing on understanding of religious concepts, experiences and issues. We use the level descriptors set out by Newham Agreed Syllabus for RE (2011) to help us increase the consistency of assessment in religious education and to improve standards of achievement further. The levels are written into every scheme of work giving clear standards for teachers to use in assessment.

WITHDRAWAL

Parents/carers have a legal right to withdraw their child from Religious Education. It is always hoped that here at Drew we can find a way to keep all children involved in their religious education. Should a parent/carer wish to do so, they must firstly request a meeting with the Headteacher to discuss the concerns in order to come to an agreement.

The Religious Education Subject Leader:

The Subject Leader has a clear plan of Action Plan for Religious Education over the academic year. The Action Plan outlines the development of RE in relation to this policy, use of resources, monitoring the quality of teaching and learning through observations, planning and book monitoring, analysing assessment data and managing a budget. The Subject Leader is available to help staff to plan for Religious Education where required and will attend relevant courses and network meetings to keep up-to-date with local and national changes and initiatives.

The Religious Education Curriculum:

As a school we understand the importance of ensuring all parents/carers are clear about what is being taught so they will understand if their child asks a question or shares something they have learnt.

Links to other policies

This policy is linked to the Behaviour for Learning, EAL, SEN and PSHCE policies for information on British Values. For example, the Behaviour for Learning policy highlights the importance of adhering to the school's core values:

- Show Respect
- Take Responsibility
- Always make the right choice
- Learning with others

These values are promoted equally in the British Values section of the PSCHE policy. This describes the importance of promoting tolerance and respect, not just in discrete lessons, but in all routines of the school day. Furthermore, the SEN policy details the need to "provide SEN pupils and those with disabilities with the necessary support to participate in all areas of school life." Pupils are encouraged to give to support these children during table work and know how to respond to those with learning needs, including those with EAL.