

Religious Education Policy

New End Primary School

Date Completed: Spring Term 2018

Review Date: Spring Term 2020

Rationale

To provide a common framework for the teaching of Religious Education throughout the school, supporting progression from year to year and a balance between learning about and from the six major world religions.

Aims

At New End we believe pupils should be taught RE in order to help them to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- develop a positive attitude towards other people regardless of their gender, race or religion
- develop the skills to live harmoniously within a diverse society
- respect the right of people to hold beliefs which are different from own
- develop the ability to make reasoned and informed judgments about religious and moral issues

Governor and Staff Responsibility

Role of the Governing Body

Governors will:

- ensure that there is a link governor responsible for Religious Education, who will meet regularly with the Religious Education subject leader
- ensure that arrangements for the teaching of Religious Education throughout the school are reviewed annually and agreed.

Role of the Religious Education Co-ordinator

The RE Co-ordinator will:

- provide support to staff in ensuring effective Religious Education provision throughout the school
- monitor and evaluate Religious Education teaching and learning
- ensure that Religious Education provision is effectively and properly resourced.

Role of the Class Teacher

The class teacher will:

- plan for, teach and evaluate Religious Education units of work appropriate for the year group

Organisation

The Legal Requirement

The Education Reform Act 1988 requires that R.E should be taught:

- to all pupils in full-time education except for those withdrawn at the request of their parents.
- as part of the curriculum, and should promote the ‘spiritual, moral, cultural, mental and physical development of pupils.
- as an agreed syllabus which reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of other principal religions represented in Great Britain.

The Education Act 1944 requires that an agreed syllabus ‘must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils’.

The Agreed Syllabus

The teaching staff at New End follow the Agreed Syllabus for Camden. Throughout the syllabus examples are given for the six major world religions: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. Although Humanism is not a religion, some examples are given for this belief system.

At Foundation Stage children get an insight into faith and culture through the Area of Learning ‘Knowledge and Understanding of the World’.

There are 5 areas of enquiry to be addressed throughout the key stages:

- Teaching and Symbols
- Sources of Authority
- Shared Values
- Community
- Practices

Planning for Religious Education is based on the Camden Agreed Syllabus but this is supplemented as appropriate by units from the scheme designed by the Qualifications and Curriculum Authority 2000 (QCA; now the QCDA).

Attainment Targets

There are two aspects to the teaching of R.E.:

Learning about Religions (AT1)

This includes the ability to:

- identify, name, describe and give accounts in order to build a coherent picture of each religion
- explain the meaning of religious language, stories and symbolism
- explain similarities and differences between, and within, religions

Learning from Religions (AT2)

This includes the ability to:

- give an informed and considered response to religious and moral issues
- reflect on what might be learnt from religions in the light of one's own beliefs and experience
- identify and respond to questions of meaning within religions

What characterises Religious Education at New End?

At New End all our policies and practices are closely linked to our 'Teaching & Learning Policy'.

- R.E. is planned as blocked termly or half-termly units.
- Where possible teachers link R.E. to their medium-term topic or theme.
- Teachers are encouraged to think creatively when planning a term's R.E. work - they do not rely exclusively on the Camden Agreed Syllabus and QCA (Qualifications and Curriculum Authority) guidance and schemes or work to shape their theme but think about planning interesting and engaging units that stimulate imaginations and discussion.
- We try to utilise special events (such as religious festivals) and exhibitions whenever possible, for example making pancakes on Shrove Tuesday or having a Diwali party.
- We maximise first hand and practical experiences using as many resources (objects, artefacts, people, places) as we can find. We borrow from the Camden Library Loans Service and also have well stocked boxes of resources for each world religion – photos, artefacts, books, videos and so on.
- We believe visits and visitors play an enormous role in stimulating children's learning. Teachers research and plan ahead for opportunities to use the museums and churches in the locality. We have visited the Jewish Museum in Camden, Regent's Park Mosque and the Hindu temple in Neasden.
- We think discussion is a very important aspect of R.E., particularly when thinking about what we can learn from world religions. We do not want R.E to be just about completing worksheets and do not feel it is necessary to record every aspect of every lesson.

Planning and Assessment

Teachers write detailed termly or half-termly plans for R.E. which are monitored by the school's RE subject leader and members of the senior leadership team. These plans outline objectives and activities. Assessment of children's R.E. capability is achieved by planning appropriate curriculum activities in line with the school's general policy for assessment and reporting. Written assessments form part of the children's annual reports.

Spiritual, Moral, Social and Cultural Development in Religious Education

R.E plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to social and cultural development.

We actively encourage children to raise money for charity, for example to help those affected by the Haiti earthquake, and to take part in fund-raising events – The Big Toddle, Red Nose Day, Food Aid, Children In Need, Water Aid etc.

Children have the opportunity to become School Councillors, a role actively sought, where they learn to represent the views of their peers, to respect the opinions of others and try to create a community that feels collective responsibility.

The importance of respect for others is reflected in the school's attainment of Level 1 of the UNICEF Rights Respecting School Award.

Our PSHE framework also develops the moral, social and cultural elements of RE through discussions such as knowing and understanding our responsibilities to others, respecting the needs of others, how our behaviour can affect others and considering people living in other places and with different values and customs. New End is currently (2008-11) a Camden SEAL Lead-Practice School.

Religious Education Medium Term Plan

In KS1 and KS2, where possible, RE units of work are integrated with the ongoing termly or half-termly themes and topics. The basis for all RE units of work is the QCA (now QCDA) RE scheme of work. Using this as a basis ensures a balance in the teaching of the six major world religions included in the scheme of work.

Resources

On the upper floor of the staff room, there are separate resource boxes representing the six major world religions. The resource boxes contain key artefacts for each world religion and other written resources supporting teaching. In addition, the LCP scheme is also available to support teaching Religious Education.

ICT and Religious Education

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in Religious Education.

Equal Opportunities

Equal Opportunities is an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed in Religious Education, regardless of ability, gender, race and class. Teachers are aware of these issues in their planning for Religious Education. See Equal Opportunities Policy for full details.

Pupils with Special Educational Needs and Disabilities

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning. Teachers should aim to include all these pupils fully in Religious Education lessons.

Gifted and Talented

Children demonstrating a particular ability in Religious Education should continue to be supported in achieving higher standards through extension activities provided in lessons and extra curricular activities. The school should also ensure that where offered, children with particular aptitudes should have access to outside opportunities.

Pupils with English as an Additional Language

At New End we have a large number of children who have English as an Additional Language. These children must all be encouraged and assisted to reach their potential in Religious Education.

Monitoring and Evaluating Policy and Practice

The policy will be reviewed regularly by the RE Co-ordinator to ensure that it reflects practice at New End.

Assessments of children's progress in RE are carried out on a continuous basis to inform the teacher and the child about their progress. These are completed through teacher assessments and children's evaluations.

Throughout the year the RE Co-ordinator will have the opportunity to look at samples of work across the school. Feedback will be made to staff. A limited number of lessons will also be observed by the RE Co-ordinator across the key stages so that they have an understanding of the quality of teaching and learning in RE in the school.