

Religious Education Policy

New End Primary School

Date Completed: Autumn term 2023

Review Date: Summer Term 2025

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- to all pupils in full-time education except for those withdrawn at the request of their parents.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

Throughout the syllabus examples are given for the six major world religions: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism.

In EYFS children get an insight into faith and culture through the 'Knowledge and Understanding of the World' goals. They gain this knowledge through studying major religious events throughout the year, leading to children recognising that people have different beliefs and celebrate special times in different ways.

In Year 1 children follow these areas of learning:

- Key festivals e.g. Harvest, Christmas
- Charity, Giving back to the natural world
- Signs and religious symbols
- Belonging/Who am I?
- My local community and different communities around the world

There are 5 areas of enquiry to be addressed throughout Years 2-6 :

- Sacred texts and stories
- Festivals
- Beliefs and practices
- Teachers/ Leaders and Places of Worship
- Interfaith comparisons, drawing on larger themes e.g. belonging, charity.

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 in half-termly units.
- Teachers are encouraged to think creatively when planning a term's R.E. work –
- 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 and children partake in discussions in all lessons.

Planning and Assessment

Teachers follow a systematic and thematic curriculum, which is monitored by the school's RE subject leader and members of the senior leadership team. These outline the key areas of study. 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. We use the support of LCP for support in planning and resourcing effective lessons accessible for all. Teachers are being introduced this year to an assessment tool that can be used at the end of each unit to monitor the learning taking place.

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 war in Ukraine, and to take part in fund-raising events Red Nose Day, Food bank donations, Children In Need 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.

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.

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.

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.

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.

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

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.