



Edwards Hall Primary School

Religious Education Policy

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| Reference: | Religious Education Policy |
| Responsibility of: | R E Co-ordinator |
| Date Issued: | May 2017 |
| Governor Approved: | June 2017 |
| Review Date: | June 2019 |

Overview

This policy outlines the teaching, organisation and management of Religious Education taught and learnt at Edwards Hall Primary School.

This policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff. This policy can be linked to the Collective Worship Policy (Appendix 1).

Value Statement

At Edwards Hall Primary School we value R.E. because:

- It promotes the spiritual, moral, social and cultural development of pupils at the school and of society.
- It prepares pupils for the opportunities, responsibilities and experiences of adult life.

Introduction

Our school curriculum follows 'Improving Learning Together in Religious Education', the new agreed syllabus for Religious Education in the Borough of Southend-on-Sea. This syllabus acknowledges the commitment of the Local Authority to an RE curriculum, reflects local changes and developments and takes full account of the recent changes in education. It is the legal basis for religious education in Southend-on-Sea's non-aided schools and is the new Agreed Syllabus from September 2013.

Aims

Religious education enables children to investigate and reflect on some of the most 'ultimate' questions asked by people. At Edwards Hall Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life; for example, how the world began, the meaning of life, etc. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions, as this promotes their social, moral, spiritual and cultural understanding.

The aims of religious education are to help children acquire and apply knowledge and understanding of:

- Christianity and the other principal religions represented in Great Britain
- How these religions influence individuals, communities, societies and the world
- The nature of belief, religion, philosophy and ethics

The requirements for religions to be studied are as follows:

- Christianity in its local, national and global forms should be studied throughout each key stage
- The other principal religions represented in Great Britain (Buddhism, Hinduism, Judaism, Islam and Sikhism) should be studied across the key stages
- To ensure that the coverage of RE is broad and balanced it is recommended there are also opportunities for pupils to study secular philosophies (such as humanism and atheism), and that other religions of local significance may be included where appropriate

Objectives

The above aims can be achieved if we:

- Foster children's feelings of awe, wonder, delight, joy and mystery; extend their natural curiosity and help them to use their imagination in order to extend their spiritual development.
- Encourage children to recognise their own value and importance as individuals; promote their social development so that they can give as well as receive, and develop their understanding that life is a series of significant stages.
- Help children to understand the religious beliefs, attitudes and activities of other people and develop and express their own beliefs and values.
- Help children to consider their personal response to moral issues, assist them in their early exploration of the meaning of life, and help them face and learn from painful experiences which they encounter such as fear, suffering and death.
- Consider some basic religious (and secular) concepts and ways in which they have been expressed (e.g., in sacred books, language and writings, symbols and the arts, daily living and rituals).
- Introduce children to the lives of key figures in various religions and to people who have responded to their teaching and example.
- Familiarise children with stories, which are an authentic part of religious traditions.
- Provide opportunities for children to share in memorable and festive experiences from various cultures and traditions, thus stimulating questions about the meaning of such occasions.

Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Teaching and Learning

Most of what is taught and learnt in R.E. can be divided into two areas:

- Learning about religions (Attainment Target 1) – knowledge and understanding of beliefs, practices and forms of religious expression
- Learning from religions (Attainment Target 2) – responding, evaluating and applying knowledge and understanding to pupil's own experiences, sense of meaning and purpose and values and commitments.

The 'Improving Learning Together in Religious Education' syllabus identifies various categories at each key stage to provide a framework.

For more information regarding how the teaching of RE is organised, please refer to the year group overviews and planning.

Teaching Time

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 as required by the Agreed Syllabus and recommended by the QCA. This equates to 36 hours in KS1 and 45 hours in KS2 per annum.

Links Between R.E. and Other Subjects

RE contributes to many subjects within the primary curriculum and opportunities will be sought to enable children to experience a wide range of activities, including visits to places of worship and visiting speakers during assemblies. There have always been links between religion and the arts and consequently R.E. fits naturally with subjects such as Art, Music, Physical Education, Drama and Dance. As with other subjects, pupils learn more readily and show greater enthusiasm when they are actively involved in their learning. There are a great number of opportunities for active learning within R.E. For example:

- Drama/role play
- P4C (Philosophy for children)
- Discussions/debates
- Dance
- Music/song
- ICT

Other practical activities such as cookery, art and craft, design and technology etc... may incorporate RE elements and can be linked to a study or celebration of religious festivals.

Children with Special Needs

The range of special needs in R.E. includes:

- pupils who have special needs across the curriculum and who also have special needs in R.E.;
- pupils who are more able and talented across the curriculum, including R.E.;
- pupils who live in an environment which is entirely secular or strongly religious, where values and beliefs may be at odds with the wider culture in which they live;
- pupils who themselves have a personal faith commitment.

How we cater for pupils who are more able

At Edwards Hall Primary School we have a commitment to meeting the needs of all children, including those with a high level of ability. We will ensure that we maximize the skills, strengths and talents in all children and make it challenging and engaging for those who have been identified as Gifted and Talented.

Pupils with special educational needs and individual education plans

Teachers will aim to include all pupils fully in their RE lessons. All children benefit from participating, watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson and may be supported by an LSA.

Monitoring and Assessment

Monitoring and evaluation will be carried out on a termly basis by the R.E. Coordinator. Assessment can take place at three connected levels: short-term, medium term and long-term. These assessments can be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short-term assessments will be an informal part of every lesson to check pupils' understanding and give information, which will help teachers to adjust day-to-day lesson plans. Medium-term assessments will take place after each unit has been completed. Long-term assessments could take place towards the end of the school year to assess and review pupils' progress and attainment. The level descriptions (which can be found in the RE overview given to all year groups) provide the basis to make judgements about pupils' performance at the end of each key stage. In the foundation stage, pupils' attainment is assessed in relation to the early learning goals. The two attainment targets **Learning about religion** and **Learning from religion** are closely linked and neither should be taught in isolation. Therefore assessment will include both attainment targets.

Appendix 1: Policy for Collective Worship

At Edwards Hall Primary School we recognise that Collective Worship is important for providing opportunities for our pupils Spiritual, Moral, Social and Cultural development.

At Edwards Hall Primary School we understand that Collective Worship provides opportunities for sharing and celebrating, reflecting and thinking about belonging to the school community, the wider community and to humanity as a whole

An act of Collective Worship will take place every day. The time at which this takes place may vary from day to day e.g., whole school, year groups or classes.

Inclusion

At Edwards Hall Primary School acts of Collective Worship will:

- be of a broadly Christian character, although we recognise and celebrate the diversity of cultures, lifestyles, traditions and religions which exist in our multicultural society;
- have an atmosphere where everyone feels safe and valued;
- reflect on issues and experiences which are relevant to the children;
- include active participation by pupils, members of staff, members of the local community and other visitors to our school.

Education

At Edwards Hall Primary School acts of Collective Worship will:

- reflect the aims and vision of the school and foster a sense of shared values;
- help pupils to understand the nature and purpose of worship and provide a foundation for a mature understanding of worship in the future;
- provide opportunities to celebrate the academic, social and personal achievements of pupils.

Spiritual, Moral, Social and Cultural

At Edwards Hall Primary School acts of Collective Worship will:

- provide periods of reflection, where pupils will have time to pause and reflect, and have time for private contemplation and prayer;
- provide the opportunity for pupils to contemplate the spiritual dimension of their life through music, images and words;
- support the Social and Emotional development of our pupils through making use of the PSHE Association programme.
- foster and enable a concern for the needs of others;
- have a sense of occasion that is separate from the rest of the day.

Organisation

At Edwards Hall Primary School acts of Collective Worship will:

- be taken by staff on a planned timetable or by invited visitors to the school;
- include one session per week dedicated to singing;
- follow a weekly theme, although this may be altered in the light of current and relative circumstances e.g., natural disasters, global issues, British Values etc;
- include special celebration assemblies at Christmas, Harvest and Easter for the whole school community

Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.