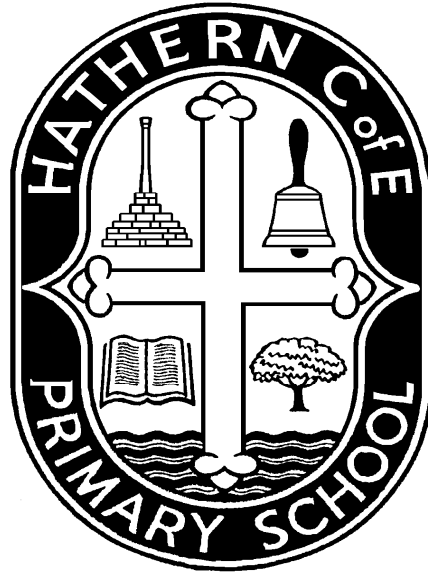


Hathern Church of England Primary School



Religious Education Policy

At Hathern Church of England Primary School,
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DCSF/LA legislation requires, or when requested by staff, governors or parents.

Policy re-write Autumn 2015: HT _____

Autumn 2015: Govs _____

Policy review Autumn 2018: HT _____

Autumn 2018: Govs _____

Religious Education Policy

Section 1: Policy Intention

This policy is intended to ensure that we provide the statutory learning and teaching expectations of Religious Education as set out in the Leicestershire Agreed Syllabus.

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

The implementation of this policy will be the responsibility of the RE Manager supported by the Headteacher and Governing Body.

At Hathern Church of England Primary School we hope that through the provision of effective learning opportunities our pupils will:

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principal religious traditions represented in Great Britain today
- Develop a sense of respect for religious traditions, beliefs and practice.
- Grow in their spiritual development
- Develop a sense of awe and wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social and cultural development
- Explore some questions of meaning and consider how the world's religions have responded to them.
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

Section 2: Agreed Procedures

Our school RE curriculum meets all the requirements set out in the Leicestershire Agreed Syllabus document as well as meeting the requirements of the 1988 Education Reform Act (ERA).

The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions. Where possible we want our pupils to have opportunities to

encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

The Leicestershire Agreed Syllabus states that pupils will study:

- Key Stage 1 - aspects of the 6 main faiths of UK
- Key stage 2 - material from more than 2 religions. One of these must be Christianity and at least one other chosen from each list:
 - List 1 Islam and Judaism and
 - List 2 Buddhism, Hinduism, Sikhism

As a source of ideas and teaching strategies we also make use of the QCA scheme of work and resources from The Leicester City Agreed Syllabus, Harmony and Diversity.

Teaching time

RE will be taught across the school by the RE Subject Manager. Year 2-6 will receive a weekly one hour lesson of RE, while in Y1 and FS, this will be a bi-weekly lesson.

Class Organisation

Within RE lessons there will be a balance between whole-class work, guided group work and independent work. Opportunities to discuss and explore their own thoughts and beliefs will be given priority, as well as time to ask questions and reflect. Stories, artefacts and pictures will enhance the learning experience.

The right of Withdrawal from RE

The ERA stipulates that Religious Education is compulsory for all children. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. *We would however hope that any parent considering this to contact the head teacher to discuss their concerns or anxieties about the policy, provision and practice of Religious Education first.*

The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors.

Section 3: Monitoring and evaluation

- Adherence to AFL practices and protocols e.g. marking feedback, traffic light system, pupil response against agreed WALT and WILF
- Implementation of agreed Monitoring and Evaluation procedures e.g. lesson observation, subject manager interview, work scrutiny, pupil interview/questionnaire
- Review of formative and summative assessment
- Head teacher 'Learning Walks'
- Professional dialogue related to specific aspects of policy and practice e.g. review of Calculation Policy and associated Inset/CPD
- Monitoring by Foundation Governors

Section 4: The Long-Term Plan

Learning and teaching is based upon the Agreed Syllabus guidance and expectations. However, planning will always respond to pupil's needs and learning outcomes. See Appendix 1

Section 5: Assessment

This is in accordance with the school policy on assessment. It is expected that the RE teacher will be responsible for the regular assessment of his or her pupils through marking work set and use this to inform future short term planning.

Outcomes of assessments inform the summative judgements reported in the end of year Individual Pupil Reports. There are also three opportunities throughout the school year for parents to discuss with the class teacher the progress their child is making within R.E.

Section 6: Cross Curricular Links

Cross Curricular Links

Where possible we try to develop cross curricular links with other subjects and topics:

English

- Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English Lessons have religious themes or content, which encourages discussion and dramatic presentation.

Computing

- We use Computing where appropriate in RE. The children find, select and analyse information, using the internet. They also use word processing and presentation programs to present their findings.

Personal, social and health education (PSHE) and Citizenship

- Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural Development

- Through teaching RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them

to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing they develop their knowledge and understanding of the cultural context of their own lives.

Section 7: Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SEND

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice.

x-ref. SEN Policy and SEN Code of Practice

Gifted and Talented:

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.