

Hampton Hargate Primary School

RELIGIOUS EDUCATION POLICY

Date: September 2017

Review date: September 2019

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, Children in Care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the Child Protection folder which is in each classroom and key locations around the school.

1. Principles

Religious education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Hampton Hargate School, we develop the children's knowledge and understanding of the major world faiths and address fundamental questions through the units of work. We try to stimulate the children's interest and understanding about the lives of people around the world and help children to develop knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school and in the surrounding area. Children reflect on what it means to have a faith to develop their own knowledge and understanding.

We help the children to learn from religions and cultures. We teach children to understand how religious events influence other children's lives today; we also teach them to investigate these events and, by so doing, to develop the skills of enquiry, analysis, interpretation problem-solving and presentation.

2. Aims

The aims of Religious Education in Hampton Hargate Primary School are linked to those set out for Religious Education in Peterborough from the Peterborough Agreed Syllabus. The aims of Religious Education in Peterborough are to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions in the United Kingdom.
- Develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions.
- Develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of principle religions represented in Peterborough and the United Kingdom.

Enhance their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study

Thus creating:

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

(Religious Education: Agreed Syllabus, Peterborough City Council, 2013)

3. Legal background

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA).

The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents and carers to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

Furthermore, In accordance with S.71 School Standards and Framework Act 1998, a parent of a pupil may request:

- That the pupil may be wholly or partly excused from receiving RE given in accordance with the school's basic curriculum
- That a pupil who is wholly or partly excused from receiving RE provided by the school may in certain circumstances receive RE of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session (S.71 [3] [b] SSFA);
- That a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.
- With specific exceptions, teachers may withdraw from teaching RE and they should not be discriminated against for their religious opinions or practices.

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Peterborough Agreed Syllabus 2013 and it meets the requirements set out in that document. 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.

Since 1944, all schools have been required to teach RE to all pupils on the school roll (except when parents exercise their right to withdraw their children from the subject). Religious education is a core subject of the basic curriculum for all pupils and the Agreed Syllabus is equivalent to the government's subject orders for the subjects of the national curriculum.

Religious Education at Hampton Hargate Primary School is taught in accordance with the Peterborough Agreed Syllabus 2013. The curriculum is based on the Programmes of Study detailed in this. Our school curriculum for RE meets the legal requirements relating to the religious education set out in the Education Act 1996 and the Education Standards and Framework Act 1998.

The main requirements are that:

- religious education should be provided for all registered pupils in schools
- what is taught in religious education in county maintained and voluntary controlled schools must be in accordance with the locally agreed syllabus
- an agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in the country
- what is taught must not be distinctive of any particular religious denomination, though these may be studied.

All staff are responsible for teaching Religious Education in their class in response to this policy statement, using the curriculum map and following the Units of Work from the Peterborough Agreed Syllabus 2013, appropriate schemes of work and Early Years Foundation Stage.

4. Curriculum organisation

Religious Education is taught in accordance with the Peterborough Agreed Syllabus 2013. The Agreed Syllabus requires the following religions to be studied in depth in these key stages, and other religions as appropriate:

Foundation stage / reception	Christianity and religions and beliefs represented in the class, school or local community
Key stage one	Christianity and Islam
Key stage two Lower key stage two	Christianity, Judaism and Sikhism
Key stage two Upper key stage two	Christianity and Hinduism

The Agreed Syllabus specifies the statutory core units for each key stage that must be taught as well as the statutory minimum number of school designed units. These are:

Foundation Stage- 4 core units

Key Stage 1- 4 core units and 8 school designed units.

Key Stage 2- 8 core units and 16 school designed units.

Core and school designed units are based upon the 'community of enquiry' approach to learning. This is where a key question is explored through a number of smaller questions over a series of lessons.

The Agreed Syllabus contributes to a coherent curriculum for RE and promotes continuity and progression. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.

A minimum of 5% curriculum time is required for the teaching of Religious Education. This equates to 30 hours per year in EYFS (Reception year), 36 hours per year for KST1 and 45 hours per year in KST2. This is distinct from Collective Worship and Assemblies.

5. Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We endeavour to organise visits to local places of worship, and invite people of different faiths to come and share their beliefs and culture and talk to the children.

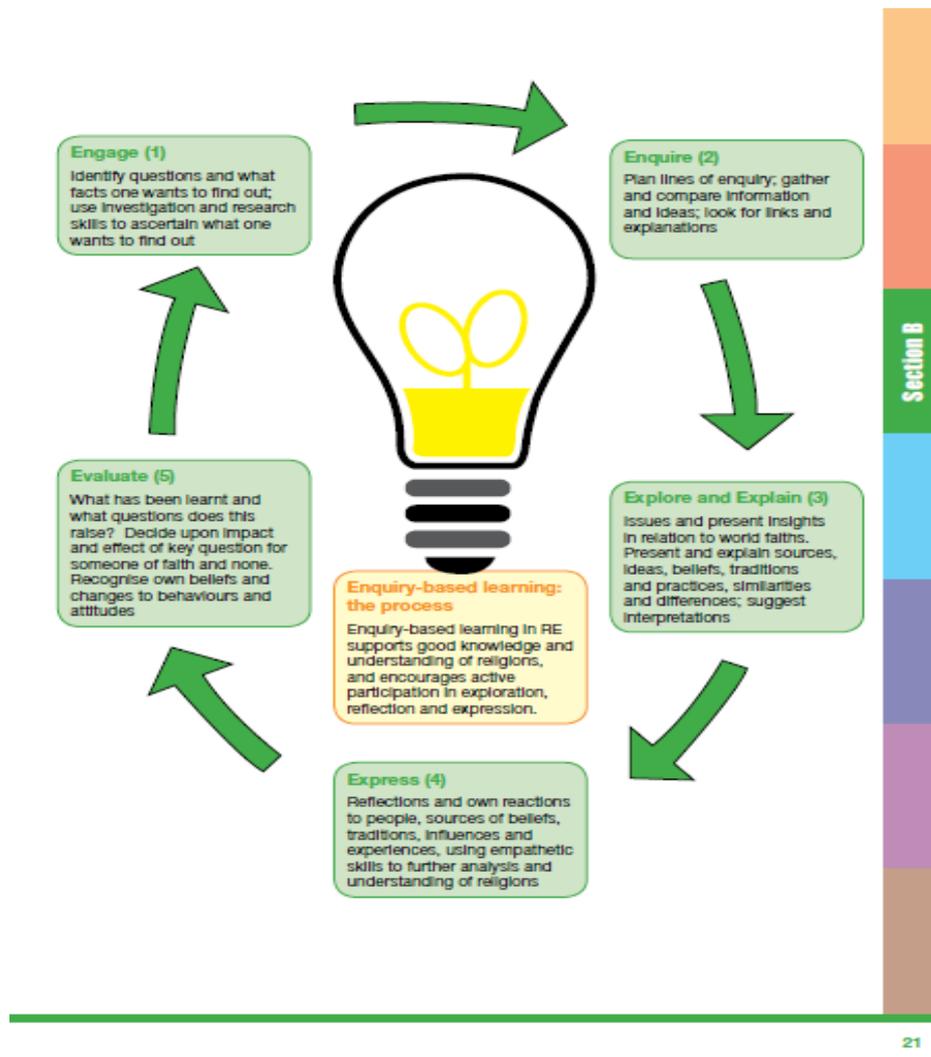
Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. We offer the children opportunities to examine religious artefacts respectfully if this is appropriate.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants alongside teachers to support the work of individuals or groups of children.

The Peterborough Agreed Syllabus recommends that Religious Education is taught through enquiry based learning. This means that pupils are actively engaged in exploration, reflection and expression, making learning personalised and effective.

The following diagram shows how any unit of work could be approached and taught through enquiry methods.



- (Religious Education: Agreed Syllabus, Peterborough City Council, 2013)

6. Curriculum planning

RE is a core subject of the basic curriculum for all pupils. We plan our RE curriculum in accordance with the LA's Agreed Syllabus. In the Early Years Foundation Stage the teachers use the Curriculum for the Foundation Stage alongside school designed units and core units set out in the Peterborough Agreed Syllabus. In KS1 and KS2 teachers use both school designed units and core units from the LA's Agreed Syllabus for their medium term planning. The Religious Education co-ordinator also has a copy of all units of work. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics

studied in each term during each key stage. This stipulates which units need to be taught and in which term. The long term plan allows for a variety of religions to be taught at the relevant key stages as highlighted in the Agreed syllabus. It allows for balance and depth of understanding and coverage of the six major religions whilst ensuring Christianity to be the major faith studied throughout each key stage. The long-term plan has also been formulated with consideration of continuity and progression. We teach RE topics in conjunction with other subjects, especially at Key Stage 1. In Key Stage 2, we place an increasing emphasis on the study of religious themes and topics in their own right.

Our medium-term plans give details of each unit of work for each half term. The RE subject leader keeps and reviews these plans on a regular basis. These have now been revised as a result of the new Religious Education Syllabus for Peterborough being implemented in 2013. All staff have been given the core units and school designed units for their year group. In key stage two we carry out the medium-term planning on a two-year rotation cycle for year 3/4 and 5/6. By so doing, we ensure that children have complete coverage of the Agreed Syllabus, but do not have to repeat topics.

Teachers use the medium term plans to produce more specific plans for lessons, listing the learning objectives and expected outcomes from the medium term planning. Teachers review specific lessons depending on prior teaching and needs within differing year groups and classes.

7. The Foundation Stage

We teach RE to all children in the school, including those in the reception class.

In reception classes, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the EYFS which underpin the curriculum planning for Reception children aged three to five. R.E. offers opportunities to help develop a child's knowledge and understanding of the world through activities such as dressing up, looking at pictures of religious festivals and discovering similarities and differences about how other children worship and live in other parts of the world.

The new Peterborough Agreed Syllabus 2013 states that:

Teaching RE to three to five year olds requires a multi-sensory approach, providing opportunities for pupils to learn and understand about themselves, others (personal and social development) and the world (understanding of the world) and to develop pupils' abilities to express themselves (communication and language, literacy, expressive arts).

In addition teachers in the EYFS must teach the four core units set out in the Peterborough Agreed Syllabus 2013. Where possible this has been integrated into topic work already planned during the academic year.

8. Cross curricular links

English

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Teachers can use texts in their Literacy lessons that have religious themes or content if appropriate. This encourages discussion, and this is RE's way of promoting the skills of speaking and listening thus extending their vocabulary. We also encourage the children to write and record information, in order to develop their writing ability.

Personal, social, health and citizenship education (PSHCE)

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We 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 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 multi-cultural society. Children explore issues of religious faith and values and they develop their knowledge and understanding of the cultural context of their own lives. R.E. is linked to other areas of the curriculum such as Geography, Art and D.T. Where ever possible, cross curricular links are identified in planning.

9. RE and ICT

ICT enhances RE, wherever appropriate, in all key stages. We have a number of CD ROMS used to enhance learning on particular topics. The children can select and analyse information, using the Internet on class computers, netbooks and Ipads. They can also use ICT to review, modify and evaluate their work, and to improve its presentation where appropriate. Children can use PowerPoint to help them to make presentations on various topics and can take photographs of class drama and role play activities too.

10. Religious Education and Inclusion

At Hampton Hargate Primary School, we teach RE to all children, whatever their ability and individual needs. RE forms part of the curriculum to provide a broad and balanced education to all children. Through our RE teaching, we provide learning challenges that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this through appropriate differentiation and support.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom we

carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

At Hampton Hargate Primary School we recognise that Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- Builds on and is enriched by the differing experiences pupils bring to religious education, whatever their religious or philosophical background, so that all of them feel their contributions are valued
- Meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds
- Encourages the challenging of derogatory stereotypes.

As a school we modify as necessary the programmes of study of the curriculum to provide all pupils with relevant and appropriately challenging work at each key stage. The statutory statement on inclusion sets out three principles that are essential to developing a more inclusive curriculum. At Hampton Hargate we aim to follow these three principles:

- A Setting suitable learning challenges
- B Responding to pupils' diverse learning needs
- C Overcoming potential barriers to learning

11. Global Dimensions

In accordance with the school ethos of embedding the global dimensions to enrich the curriculum, Religious Education will incorporate opportunities for the children to understand the challenges facing them and appreciate their responsibilities as members of a global community.

12. Assessment, recording and reporting

Assessment

There are two attainment targets which set out the knowledge, understanding and skills that pupils of different abilities and maturities are expected to have by the end of each key stage. These are:

AT1 –Learning about religion and belief (enquiring into, investigating and understanding religions and beliefs).

AT2- Learning from religion and belief (questioning, exploring, reflecting upon, and interpreting human experience in the light of religions and beliefs studied).

Although these targets may be taught as distinct aspects, in good and outstanding teaching they are interwoven. The Eight Level Scale must be used to assess the pupils' attainment and progress against these targets. Teacher's judge 'the best fit' with the use of sub levels not supported. It is

expected that pupils will be working between levels 1-3 in Key Stage 1 and between levels 2-5 in Key Stage 2.

Recording

Assessment of AT1 and AT2 is recorded and monitored through observation, teacher marking as well as teacher set assessments. Teachers are invited to record any assessments in Religious Education on a class 'Religious Education Record Sheet' and submit a level twice a year to the RE Subject Co-ordinator. One of these is assessment of a core unit the other a school designed unit. However, at the current time we are awaiting guidance on assessing without levels from SACRE. Older children are encouraged to make judgements about how they might improve their work in the future through informal conversation with their teacher.

Reporting

Progression and achievement in Religious Education is reported annually through individual pupil reports to parents and discussed in parent's evenings. End of key stage data can be submitted to the Standing Advisory Council for Religious Education (SACRE) at the end of the summer term. We are invited to do this although it is not compulsory. Samples of pupils work (different levels) and pictures (some annotation) of various 'Religious Education' activities that have taken place in the School are kept in the subject portfolio.

13. Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching of R.E. is the responsibility of the R.E. subject leader. The work of the R.E. subject leader also involves supporting colleagues in the planning, teaching and assessing of R.E. The R.E. co-ordinator has specially allocated time in which to fulfil this role by monitoring schemes of work, pupil experiences, resources, teaching methods, planning, assessment, children's work, pupil needs and carrying out staff observations of the teaching of Religious Education. These areas will be evaluated in discussion with the head teacher, subject co-ordinator and teaching staff and amendments made accordingly.

14. Resources

There are sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in labelled boxes stored in a designated area and the R.E. co-ordinator has various videos, CD roms and books. We have a set of Bibles and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a good supply of RE topic books. The R.E. co-ordinator monitors the R.E. budget and prioritises spending to meet identified needs and in consultation with members of staff to support their teaching. Teachers inform the RE coordinator if any resources need replacing, updating or purchasing. Staff have a full list of RE resources that are freely available to them.

15. Health and Safety

The general teaching requirement for health and safety applies in this subject. Refer to the whole school Health and Safety policy for more details. Particular care should be taken when children are investigating religious

artefacts. The school visits policy should be adhered to when making visits in relation to Religious Education.

16. Policy Review

This policy will be reviewed by the RE Co-ordinator in two years time (January 2016).

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be available to:

- All SMT staff
- All teaching staff
- School Governors

A copy of the policy will be available in:

- Staffroom
- RE Co-ordinators file
- The Head teacher's office
- School website

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Review date

This policy was adopted by the Strategic/Finance & Personnel/H&S Committee* on but is subject to final approval by the Full Governing Body on
(*delete as appropriate)

Signed on behalf of the Governing Body

Date