



Religious Education Policy

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Ratified by Governors:	Delegated to Head Teacher's Approval

POLICY FOR RELIGIOUS EDUCATION

School Context

Winsor is a multi-cultural school which prepares children to be reflective citizens in a multi-faith environment. The fundamental British Values are promoted through RE and we ensure all pupils receive high-quality RE lessons, so they can develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The respectable and rewarding relationships with parents, carers and members of the local community are considered as a very important and vital part of the school's life.

Parents will be able to access this policy online through the school's website.

Document Rationale

Religious education (RE) is part of the curriculum that all schools must provide for pupils aged 4 to 19 and the programme for RE in each local authority (LA) is locally agreed. At Winsor Primary School, Religious Education is taught according to the Newham Agreed Syllabus. It is approached with the following principles in mind:

- We value the religious background of all members of the school community in order to give individuals a sense of self and belonging so that they feel comfortable to share their religious experiences with others.
- All religions and their communities are treated with respect and sensitivity and we value the links that can be made between home, school and community.
- We acknowledge that each religion studied contributes to the education of all our pupils.

The Nature of RE

At Winsor we believe that RE help pupils explore their place in the world and think about their values. Children at Winsor take part in high quality dialogues about their learning and they are encouraged to ask significant questions about life. Children have opportunities to take part in RE conferences which promote dialogue between peers of different faiths and cultures, supporting collaborative work. Through RE Curriculum children develop their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

Children take part in educational visits to a variety of places of worship and their work is displayed in the school for others to appreciate and reflect on.

The Aims of Religious Education

The aims of Religious Education at Winsor are "to promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value" (The Newham Agreed Syllabus for RE 2016).

Objectives

Developing a sense of self:

- To develop a sense of personal worth, individuality and identity.
- To awaken and develop an awareness of the spiritual dimension in life.
- To develop the ability to reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

Developing a sense of community:

- To explore issues within and between a variety of different world views, helping children to understand and respect different religious beliefs, values and traditions, and understanding the influence of these on individuals and communities.
- To develop their knowledge of Christianity and other principal religions represented in Great Britain - Islam, Hinduism, Sikhism, Judaism and Buddhism.
- To develop their sense of identity and belonging, preparing them for life as citizens of multi-cultural and multi-faith communities.

Developing a sense of the world beyond:

- To consider questions relating to human existence and purpose.
- To explore religious and other world views in the context of the world today.

Time Allocation

As recommended by the Agreed Syllabus, at Early Years Foundation Stage RE is a discernable element of the curriculum.

In each of the Key Stages 1 and 2, RE occupies 5% of curriculum time. In more specific terms, following the recommendations of the Dearing Report (1997) this means 36 hours per year at Key Stage 1 and 45 hours per year at Key Stage 2.

Teaching, Curriculum and School Organisation

The framework for Religious Education outlines the provision for Religious Education throughout the whole school and shows progression and continuity. Teachers teach the units shown in the overview which is checked and updated each year by the RE Coordinator.

The content of the Religious Education programme at Winsor draws on the Agreed Syllabus. There are three principles:

1. To learn about and understand a range of religions and worldviews.
2. To express ideas and insights about the nature, significance and impact of religions and worldviews.
3. To gain and deploy the skills needed to engage seriously with religions and worldviews.

In the Early Years Foundation Stage, children take part in a range of RE-related activities that follow three themes:

- "Celebrating special Times"
- "Stories and what they tell us"
- "Aspects of identity and relationships"

Both at Key Stage 1 and Key Stage 2, the Newham Agreed Syllabus (2016) requires that schools "reflect that the religious traditions in Great Britain are in the main Christians, whilst taking account of the teaching and practices of the other principal religions presented in Great Britain" (The Education Act 1996).

Children at Winsor acquire and develop their knowledge and understanding of important key concepts through studying Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, as well as non-religious world views.

Pupils at Key Stage 1 learn about Christianity, at least one other principal religion, a religious community with a significant local presence and where appropriate a secular world view.

There are two big questions that underpin teaching at Key Stage 1:

- What does it mean to belong?
- Can stories change people?

Children investigate the relationship between religion and belonging and between religion and action.

Pupils at Key Stage 2 are taught about Christianity, at least two other principal religions, a religious community with a significant local presence and where appropriate a secular world view.

Children develop their knowledge and understanding of different religious beliefs and practices as well as secular world views. They learn how to talk about and answer questions about their own beliefs and lifestyles and compare these with other people's experiences.

Pupils develop their understanding of religious and technical vocabulary and use it with growing confidence. They learn how to explain symbolism and abstract ideas with increasing depth of understanding.

These are the big questions that underpin teaching at Key Stage 2:

- How are symbols and sayings important in religion? (Investigating the relationship between religion and symbols.)
- What is special to me and the people in my community? (Investigating the relationship between religion and our neighbourhood.)
- How do beliefs influence actions? (Investigating the relationship between beliefs and actions.)
- How important are the similarities and differences between and within religions? (Investigating the relationship between secular and religious world views.)

Resourcing Religious Education

A wide variety of Religious Education resources are currently available in school. These include children's reference books, storybooks, teacher's resource books, packs, notes and pictorial resources, such as posters, pictures and photographs. We have also a variety of religious artefacts. Resources are kept in labelled boxes or containers in the RE area. It is helpful if staff return resources as soon as they have been finished with and replace them in the correct place in the area.

Resources are shared and all staff, including visiting students, have equal access to them. They are kept in the RE area. Moreover, staff have access to digital resources which are kept in the RE folder on the school's computer system.

The RE coordinator is responsible for maintaining RE resources and for monitoring their use. The coordinator follows the general school ordering procedures for purchasing resources. The current lists of resources are examined each year before requisitions are made. Staff are asked to submit their requests for the resources, which they require to be added to the existing stock, to the RE coordinator.

Evaluation, Assessment and Monitoring

Progress in RE is reported annually to parents and assessment is being developed within the school in line with LA guidelines. Teachers complete summative assessment forms after each term / unit. All lessons include opportunities for assessment and each unit ends with the assessment lesson which helps in monitoring progress. We follow Newham Agreed Syllabus for Religious Education and use the progress steps presented in it. Progress is also checked through monitoring of books and plans (by the subject leader.)

Evaluation is carried out to enhance the teaching and learning of Religious Education within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Religious Education within the school, in order to make sure that pupils make the greatest possible progress.

Evaluation includes a regular evaluation of the content of the Religious Education Curriculum to ensure that the Agreed Syllabus requirements are being fulfilled in the most effective way. Monitoring of teachers' planning is carried out to check that plans are actively put into action in the classroom. Pupils' progress and performance is evaluated. The effectiveness of any INSET for Religious Education provided from within the school, or by an external agency, is evaluated either by means of a written evaluation sheet completed by staff after a course, or by verbal feedback at a staff meeting.

Throughout the year, the whole staff are encouraged to feedback information and ideas to the RE coordinator - this may include comments as to how a particular curriculum unit is progressing, the work that the children are undertaking, or comments as to the availability and suitability of resources. This feedback may be verbal or presented through the completed questionnaires.

Evaluation may take place by means of a number of methods including:

- Looking at children's work
- The analysis of teachers' planning
- Discussion among groups of staff or the whole staff
- Classroom observation or a learning walk
- External inspection and advice

Equal Opportunities, Special Needs & Providing for children with English as an Additional Language

The school has a responsibility to provide a broad and balanced curriculum for all pupils. RE is taught in an inclusive manner, promoting respect for all.

The National Curriculum inclusion statement sets out three principles for developing an inclusive curriculum, which provides all pupils with relevant and challenging learning.

During RE lessons we:

- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from Religious Education. A child or young person cannot be in for the teaching of their religion in RE and out for all the others. If a parent chooses to withdraw their child from Religious Education then arrangements need to be made for that child to be withdrawn during Religious Education lessons by the class teacher in consultation with the Head Teacher. Newham SACRE faith members as well as the RE advisor are able to support the school in discussions with parents if that support is needed.

Policy Review

The evaluation and review of the policy for Religious Education and the Schemes of Work for Religious Education takes place as per the school's policy review programme. The RE coordinator considers any necessary changes or adoptions to the policy. These are then discussed and agreed by the whole staff before the policy document is amended.