

# Religious Education Policy



*'We can and we will'*

**GLEBE PRIMARY SCHOOL**

## **Religious Education Policy**

### **Mission Statement**

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

### **Legal Requirements**

Religious Education (RE) is required to be included alongside the National Curriculum, which all maintained schools must provide for their registered pupils. The special status of RE is important. Although not subject to the nationally prescribed targets, as other subjects, it still has equal status.

RE must be in accordance with the locally agreed syllabus of the Local Authority. It is to cover the spiritual, moral, social and cultural development of each child.

### **Introduction**

RE is taught to give children knowledge and a better understanding of the main religions of the world. Through this, we hope to develop tolerance and understanding.

At Glebe, it is hoped that by creating a friendly, stable, secure and stimulating environment, each child's ability, aptitude and personality can be developed to its full potential. Each child will be helped to become a social being, able to live and work in the society of their time. In the context of the spiritual, moral and cultural aspects of the curriculum, we aim to foster the child's awareness of their identity and place in the community, thus developing respect for themselves and others.

RE makes a positive contribution to pupils' learning. Knowledge and skills developed by RE contribute to pupils' readiness to participate in life in modern, diverse Britain and in a plural world. Good RE is never coercive: this area of learning is not about making pupils into believers but tries to help them become literate and articulate about religions and beliefs, including those of no faith, and to be thoughtful members of a plural society. Through RE, the children will be able to, respectfully, agree and disagree about different world views.

Many pupils become involved in an individual search for meaning, purpose and values at their own level. Religious Education, although not indoctrinating or persuading, will aim to give them positive help in their search and help them explore life's big questions.

Religious Education, as a curriculum area, can be fun, creative and active and should provoke curiosity, questioning and knowledge of a variety of Religious topics.

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## **Aims**

1. To ensure that in learning about religion, children are aware that human beings are all one and deserve the same respect and understanding.
2. To introduce children to the basis of the leading world religions and to encourage interest in, and empathy towards, people of different beliefs and those of no faith.
3. To promote an understanding of differing aspects of religious traditions (such as worship, practices, symbolism, ethical codes etc).
4. To develop the children's interests in, and ability to reflect upon, the world around them. To help them be aware of feelings and reactions and to understand them in the light of their own identity.
5. To help the children make reasoned judgements on moral and other matters, mainly within their own experience. It is hoped in this way to help them make choices and decisions in an informed way, using expressive forms. Aiding them to approach life with curiosity, spiritual awareness, confidence and an empathetic attitude.

The aims of RE, as stated in the Hillingdon Agreed Syllabus are to enable children to:

- Acquire and develop knowledge and understanding of Christianity and other religions, principally Buddhism, Hinduism, Islam, Judaism, Sikhism, as well as those with no faith allegiance, all of which are represented in Hillingdon.
- Learn from different world religions and provide opportunities to explore and express their own responses and personal beliefs.
- Understand the relationship between beliefs and practices.
- Develop an understanding of the influences of faiths, values and traditions on individuals, communities, societies and cultures.
- Develop personal learning and thinking skills pertinent to Religious Education, such as questioning, investigation, communication, expression and evaluation and to promote the ability to make reasoned, critical and informed moral judgements.
- Combat prejudice.

Further, we expect Religious Education to:

- Encourage children and young people to respect and value the right of people to hold differing beliefs, including those with no faith, and to cultivate understanding and respect in a society with a diversity of faiths.

And in line with Section 78(1) of the 2002 Education Act to:

- Contribute to the spiritual, moral, cultural, mental and physical development of pupils and of society, and help prepare children and young people for the opportunities, responsibilities and experiences of later life.

## **Teaching and Learning**

Hillingdon Agreed Syllabus:

The Hillingdon Agreed Syllabus determines the programmes of study and attainment targets for RE as taught in Hillingdon Borough schools. It provides detailed guidance as to what should and could be taught within each religious tradition and at each key stage. Schools

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have the flexibility to determine which and how many religious traditions to teach, although it is part of the statutory requirements that the teaching of Christianity should predominate at each key stage.

There are three attainment targets for Religious Education in the Borough of Hillingdon:

- TO KNOW AND UNDERSTAND ABOUT RELIGIONS - concerned with giving pupils knowledge and understanding of the beliefs, teachings, customs and practices of different world faiths.
- TO EXPRESS AND COMMUNICATE - concerned with enabling pupils to explore the ideas and beliefs of different world faiths and their own ideas, attitudes and beliefs.
- TO GAIN AND DEPLOY SKILLS – concerned with understanding, interpreting and evaluating a range of evidence by exploring and discussing questions about belonging, meaning, purpose and truth, courteously, expressing their views, ideas and opinions.

These need to be developed over the two key stages at the appropriate level and depth for each child according to their level of maturity and understanding.

### **The Glebe Primary School Religious Education Framework**

The Glebe RE framework is based mainly on the Hillingdon Agreed Syllabus. Continuity and progression in topics and subject knowledge between year groups and between key stages have been ensured throughout.

### **Withdrawal**

Please note that RE is a legal requirement for all pupils on the school roll, including all those in the reception year. However, parents/guardians have the legal right to withdraw their children from RE. The Headteacher (or member of the senior leadership team) will speak to parents who wish to withdraw their children. The syllabus and its value for children, will be explained. It is hoped, in this way, to encourage parents to allow their children to take part and to show them that we do not set out to indoctrinate or persuade in any way, rather, teaching will be conducted in an objective and pluralistic manner. Parents are not able, however, to pick and choose which elements they are withdrawn from; if the child is withdrawn it is from the complete curriculum.

### **Time Allocation**

The Hillingdon Agreed Syllabus recommends that time allocation should be as follows:

- **KS1 – 30-36 hours per year**
- **KS2 – 38-45 hours per year**

### **Differentiation and Special Needs**

Each child will have knowledge and understanding at different levels of maturity and ability. Teachers are aware of this and act on it to provide the best environment and atmosphere to allow each child to reach his/her potential in each aspect covered.

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## **Assessment**

This will be in accordance with the school's assessment policy.

Effective assessment requires:

- Identification of a clear focus for a unit or lesson
- Clear planning of objectives
- Careful consideration of learning experiences
- Opportunities to demonstrate achievement
- Regular evaluation.

The assessment of children's work is on-going, to ensure that the understanding is being embedded and that progress is being made. This is monitored by the use of Topic Records. Teachers will have the objectives at the bottom of the record and will highlight each one that is achieved during that topic.

Teachers monitor children's progress and adjust their teaching accordingly. Assessment of the children's work is ongoing, to check understanding and ensure that progress is being made.

The planning and questioning / verbal discussion can be used alongside marking work to ascertain if the children are making good progress.

Annual reports to parents, carers and guardians will include a statement about the pupil's progress and achievement in Religious Education.

In EYFS, children are assessed against the ELGs using the 2Simple profile or using 'Evidence me'. Reports of the children's progress in each area are sent to the parents on an ongoing basis.

The RE subject leader uses tracking sheets to assess the progress of classes, year groups and the school as a whole.

## **Roles and Responsibilities**

The **Headteacher's** role:

- Address requests from parents for the withdrawal of their child(ren) from RE and make alternative arrangements, so long as it does not incur any additional cost to the school or the local authority.
- Facilitate subject leader in areas that require support.

The **subject leader's** role is to:

- Support colleagues in the subject content and assist in developing the detail within each unit;
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints;
- Audit current practice;
- Develop assessment and record keeping, to ensure progression and continuity.
- Review policy documents, curriculum plans and schemes of work for the subject;

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- Encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject;
- Help colleagues develop their subject expertise.
- Evaluate and inform staff of all resources;
- Ensure standard formats for assessment and monitoring are being used;
- Analyse class, year group and whole school data and report findings to SLT;

The **class teacher's** role is to:

- Ensure coverage of RE for their year group/Key Stage;
- Inform the subject leader of any resources needed to deliver the units before they arise in the curriculum;
- Plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class.
- Ensure lessons are covered in a respectful and culturally sensitive manner.
- Plan, arrange and organise opportunities to visit places of worship, in accordance with the Hillingdon RE syllabus.

### **Resources and Artefacts**

It is useful, necessary and important to have the appropriate resources and artefacts. Children should be taught to respect these items and to see them as special. The RE artefacts are kept in the red boxes outside of the staffroom for all staff to access. There is a box for each of the major faiths.

### **Visits and Visitors**

It is important for children to have first-hand experience, wherever possible. It can help bring RE to life and reinforce information taught in lessons.

Current recommendations are to visit at least two places of worship at each of Key stage one and Key stage two. Pupils in Reception are also encouraged to visit a place of worship.

Visitors should also be invited to school to speak to children about RE, whenever this is viable.

**Reviewed: November 2024**

**Next review date: November 2026**