



Love To Learn

RELIGIOUS EDUCATION POLICY

Adopted: MAY 2019

Review: MAY 2020

Draft: APRIL 2020

**Malcolm Sargent Primary School
Empingham Road
Stamford PE9 2SR**

This policy should be read in conjunction with the Lincolnshire Agreed Syllabus for Religious Education that our academy has adopted, having considered the issue of continuity and progression for pupils through the key stages.

Religious Education in our academy will be provided in compliance with the requirements of both the 1944 and 1988 Education Acts.

These Acts state that Religious Education must be provided for all registered pupils in full time education except those withdrawn at the request of their parents (S352 (1) (a)).

RE at our academy will be provided in line with legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content for RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religious traditions represented in Britain.
- the RE which is provided shall be in accordance with the locally agreed syllabus for Lincolnshire LEA (published in 2006).

Context

Christianity is the predominant religion in the academy's pupil population and in the community surrounding the academy but we recognise that many children have little experience of religious traditions or beliefs (i.e. very few actually participate in religious services, activities, etc.) There are no presumptions made as to the religious background, beliefs and values of the children and staff, all of which are valued in a way which we hope will encourage individuals to share their own experiences freely with others. We intend to be sensitive to the home background of each child, through developing our links with, and the support of, local faith communities in RE and in general.

At Malcolm Sargent School Religious Education plays an important role, along with all other curriculum areas, in promoting the spiritual, moral, social and cultural development of our children, in line with the government strategies that promote access, inclusion and individual learning and understanding of British Values. We fully support the view that 'Every Child Matters' by giving opportunities for exploration of religious and ethical teachings.

Aims

- to enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences;
- to enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in

Lincolnshire and the U.K. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase.

- to promote respect, sensitivity and cultural awareness by teaching about religions represented in the region and the country as one of our British Values;
- to affirm each child in his/her own family tradition, religious or secular;
- to provide children with opportunities for spiritual, moral, social and cultural development;
- to develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live, through studying concepts such as celebration, the sacred, authority, religious belief and lifestyle, and by exploring the fundamental questions of life.

The Lincolnshire Agreed Syllabus has two main aims. They are that pupils should:

- learn about religions and explore human experience (attainment target one)
- learn from religion and respond to human experience (attainment target two).

These two attainment targets are inter-linked and dependent on each other as the processes of learning about religions and from religion in classroom RE are inseparable.

Four general key concepts are used as a framework for the understanding of religions within the syllabus. They are:

1. Authority
2. Celebration
3. Religious belief and lifestyle
4. The Sacred

It is expected that teachers will identify one or two of these concepts as focal points in any particular curriculum unit. (See attached pages for clarification of meaning of these terms).

Scheme of Work.

RE will be based around termly themes in Reception and Key Stage One, where Christianity and Judaism will be the major religions studied, though a unit on Islam will also be covered by year two children. At Key Stage Two pupils will learn about Christianity throughout the key stage, and will also have major learning opportunities with regard to two other religions, Hinduism in Year 3, Sikhism in Year 4, and Islam in Year 5. Year six children will look at the impact of religion on the lives of a variety of people, including their-selves, so may study religions other than those specified above.

No teacher can be an instant expert on six religions. The RE co-ordinator can suggest and supply some introductory reading material and anyone who feels the need to broaden their knowledge should enquire about courses available.

The scheme should be used to write termly units or topic based planning. Teachers must ensure they use the assessment grid to support their planning (see Appendix 1), and that plans include an element from both AT1 and AT2, with must, should, could differentiation.

Spirituality and how children develop a sense of belief and awareness of spirituality, learning from religion, is also covered in the schools daily reflection time, assemblies led by SLT members and PSHE.

Time Allocation

Curriculum 2014 recognises RE as a 'core' subject, required for all pupils. The Dearing Review of the curriculum (1996) recommended a minimum of 36 hours per year for RE at KS1 and 45 hours per year at KS2, a recommendation endorsed by the Lincolnshire Agreed Syllabus, 2006. Staff at Malcolm Sargent School will abide by this recommendation though the amount of time allocated to Religious Education in any one week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up into smaller sessions. RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

Teaching and Learning

Subject planning and evaluation for work in RE is incorporated into year group planning and evaluation each term. More detailed planning undertaken on a weekly basis by the class teacher can be seen in their short-term plans.

Learning in Religious Education may be by means of direct teaching of the whole class or small groups. Teachers may provide direct hands-on experience with RE resources, such as photographs or artefacts; by prepared materials such as work sheets; through poetry, stories, drama; through visits and by inviting people into our academy to explain how they worship or celebrate various religious events. We aim to access RE through as wide a variety of strategies as possible. Cross curricular work is encouraged, in line with whole academy policy on teaching and learning, being further extended through development of thinking skills.

Whole academy policy with regard to special needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice, though this may not relate to their general educational 'ability'.

Resources

A range of reference materials for Religious Education is available; no one resource alone is used. A list of the principle resources currently available is attached. A wide variety of children's reference books, pictorial material, such as poster and picture packs are available.

Pre-recorded television programmes and commercially produced videos may be used with the children when appropriate.

Certain ICT resources may be useful for work in Religious Education such as: word-processing programmes, 'Encarta', Hutchinson, Kingfisher, Dorling Kindersley's CD Rom of the Bible.

A list of RE websites to explore is attached, but these need careful examination by the teacher before pupils are allowed access to them.

Visitors from a range of faith communities are invited into the academy to talk to or work with the children.

Lists of web sites for use with children or as a resource for reference materials, and the names of reputable contacts of different faiths may be accessed on the academy network.

Assessment

We report to parents on pupil progress and effort in RE, as required by law. Teachers must ensure that all assessment follows the agreed grid (Appendix 1) so that children are assessed against the Lincolnshire Syllabus.

Monitoring, Evaluation and Review

Evaluation is carried out to enhance the teaching and learning of RE within our academy. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for RE within the academy, in order to ensure that pupils make the greatest possible progress. The co-ordinator's role includes the monitoring and evaluation of this policy in practice. Monitoring of planning and pupil achievement is carried out weekly on an ongoing basis by the RE co-ordinator. (File kept separately). In our efforts to achieve and maintain high standards of attainment and progress the scheme of work will be continually reviewed by staff, whilst endeavouring to meet the needs of the children.

Withdrawal from RE

At Malcolm Sargent School Religious Education is, on the whole, taught by individual class teachers. However, the right of any member of staff to withdraw from the teaching of RE is recognised and respected.

It is recognised that parents have the right to withdraw their child from Religious Education in its entirety or in part. If a parent chooses to withdraw their child from this subject then arrangements are made, by the class teacher in consultation with the Principal, for that child to be withdrawn during RE lessons. A statement to this effect is included in the academy prospectus.

In preparing this policy I was guided by Lincoln Diocesan Board of Education's 'Writing a Policy for RE' and their example 'Policy for RE'.