



## RE POLICY

### **Aims and Objectives:**

#### **Religious Education (RE):**

RE enables children to investigate and reflect on some of the fundamental questions asked by people. At Hollyfield Primary School we develop the children's knowledge and understanding of the major world faiths, including addressing the fundamental questions in life, such as, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity, but also of other world religions and give them the opportunity to reflect on their own spiritual knowledge and understanding. We help the children learn from faith as well as learning about religious traditions.

#### **The aims of Religious Education are to help children:**

- Develop an awareness of spiritual and moral issues in life experiences.
- Develop knowledge and understanding of Christianity and other major world religions.
- Develop an understanding of what it means to be committed to a religious tradition.
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- Develop an understanding of different religious traditions and to appreciate the cultural difference in Britain today.
- Develop investigative research skills to enable them to make reasoned judgements about religious issues.
- Have respects for other people's views and to celebrate the diversity in our society.

#### **The Legal Position of Religious Education :**

All children at Hollyfield Primary School are entitled to receive a programme of teaching and learning in Religious Education in line with The Birmingham Agreed Syllabus 2007. This conforms to the requirements of the 1988 Education Reform Act (ERA) which states that an agreed syllabus should:

“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 principle religions represented in Great Britain.”

The ERA stipulates that RE is compulsory for all children. However, it also states that parents may withdraw their child from Religious Education classes if they so wish, but only after the parents have given written notice to the school governors. 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. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

#### **Time allocation:**

Key Stage One – 36 hours per year

Key Stage Two – 45 hours per year

#### **Teaching and Learning:**

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 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 extend their knowledge and understanding of religious traditions;

- We use their experiences at religious festivals such as Easter or Diwali etc. to develop their religious thinking.
- We organise visits to local places of worship and invite representatives of local religious groups to come into school to talk to the children.
- Children take part in role play, including looking at food, dress and music involved in a range of religious traditions.
- 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 discuss religious and moral issues and work individually or in groups. Sometimes they may prepare presentations to be shared with other members of the school.
- Children use artefacts, posters and videos to stimulate discussion or artwork to express their ideas.

We recognise that all classes in our school have children of widely differing abilities and 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;

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where necessary.
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity, adapted to the ability of the child.
- Using teaching assistants to support the work of individuals or groups of children.

### **Curriculum Planning in Religious Education:**

Hollyfield Primary School follows The Birmingham Agreed Syllabus for Religious Education 2007 and uses the primary schemes of work as recommended by the Birmingham Agreed Syllabus website. The schemes of work cover the two attainment targets, Learning from Faith and Learning about Religious Traditions, through the 24 Dispositions as set out in the Birmingham Agreed Syllabus 2007. Class teachers have access to these schemes of work and have been given training in how to use them.

Long term planning and progression of skills are incorporated within the schemes of work recommended by the Birmingham Agreed Syllabus website and will be monitored by the Religious Education co-ordinator.

### **Contribution of Religious Education to the teaching of other subjects:**

English – RE contributes significantly to the teaching of English at Hollyfield Primary School by actively promoting the skills reading, writing, speaking and listening.

ICT – We use ICT where appropriate in RE. The children find, select and analyse information using the internet and CD-ROMS. They also use ICT to review, modify and evaluate their work to improve its presentation.

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. 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 school we offer 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 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.

### **Equal Opportunities and Inclusion:**

Children with Special Educational Needs – At Hollyfield Primary School we teach RE to children of all abilities. When teaching RE we ensure that we provide learning opportunities matched to the needs of all children, taking into account the targets set for individual children in the Individual Education Plans (IEPs).

Religious Education at Hollyfield Primary School provides opportunities for all children, regardless of gender, race, disability, academic ability or social background. We aim to provide a broad and balance curriculum for all our children.

### **Assessment and Recording:**

Recording in RE can take a number of forms, this might be reflective diaries, artwork, written work or discussion etc. Teachers assess the children's work by making informal judgements once a piece of work has been completed and may evaluate lessons on their planning after teaching.

The RE co-ordinator keeps samples of the children's work and examples of annotated planning in a portfolio. This demonstrates what the expected level of achievement is in RE for each year group in school.

### **Resources:**

Resources for RE are kept in two central stores, one in Key Stage One in the Infant Hall and one in Key Stage Two in the Resources Room. Boxes are labelled according to religious tradition and contain artefacts and information to teach the schemes of work. There are also a selection of posters, DVDs and books available to be used. The school library has a good range of RE topic books and the school computer system supports the children's individual research learning.

As the new syllabus has been recently introduced, staff are aware that some resources recommended on the new schemes of work may not be available in school yet, and will inform the RE co-ordinator of any resources that may be required.

### **Monitoring and Review:**

The RE co-ordinator is responsible for monitoring the standards of the children's work and the quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in school. The RE co-ordinator also monitors the strengths and weaknesses in the subject and indicates areas for further improvement as and when necessary.

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