

Stroud Green Primary School



Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Religious Education Policy

Policy Originator	Jo Bartlett
Governor Responsible	Curriculum Committee
Status	Statutory
Last reviewed	4 th July 2016
Ratified on	18 th July 2016
Review period	Summer 2017
Signed	

Introduction

Our school is made up of staff & children who are linked with many parts of the world and faith groups, or who have no recognised faith group. We celebrate diversity and offer a welcoming, inclusive environment for all our pupils.

Religious Education (R.E.) provides an opportunity for children to develop morally, spiritually, socially and culturally. In R.E., as well as PHSE/Citizenship and Collective Worship, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that belief in a spiritual dimension is important for some. The SEAL (Social and Emotional Aspects of Learning) supports work in this area. R.E. encourages pupils to develop a sense of identity and belonging within the community and in a pluralistic global society. It helps prepare pupils for adult life. It enables pupils to develop sensitivity & respect for others, in particular those whose faiths and beliefs are different from their own.

R.E encourages pupils to explore their own and others religions, beliefs, values, traditions, forms of expression and culture. It encourages children to reflect on questions of truth, belief, faith, purpose of life, self, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity and other principal religions. It offers opportunities for personal reflection and spiritual development. We believe that R.E. is made most relevant by starting with children's own experiences. We encourage links with local religious communities and places of worship for the different world religions studied.

The Legal Requirement

Under the Education Reform Act 1988, Local Authorities are required to establish a Standing Advisory Council for RE (SACRE) to advise the authority and teachers on matters concerning RE. The law states all pupils are entitled to full access to the locally agreed syllabus, which forms part of the curriculum, promoting 'spiritual, moral, cultural, mental and physical development of pupils' and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of other principal religions represented in Great Britain.' The syllabus 'must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils'.

Parents have the opportunity to opt out of R.E. lessons. Parents who wish to withdraw their children from R.E. lessons are required to state this in writing to the Headteacher.

The Agreed Syllabus

We follow the agreed syllabus for Haringey: **Awareness, Mystery and Value (2011)**. The new syllabus highlights the significant contribution of RE to the following recent initiatives:

- 1) The 3 statutory aims of the curriculum (successful learners, confident individuals and responsible citizens)
- 2) The 5 key strands of Every Child Matters (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being)
- 3) The central contribution of RE to community cohesion
- 4) A greater emphasis in all phases of learning on development of skills and attitudes
- 5) Greater flexibility in the organisation of the curriculum especially in linking subjects
- 6) The development of the 'personalised' and 'localised' curriculum
- 7) More emphasis on developing investigative skills in learning based on key questions.

The teaching of RE comprises 5% of the curriculum timetable, which equates to 36 hrs per year in KS1 and 45 hrs per year in KS2. This requirement does not apply to nursery classes.

R.E. is taught as a discrete curriculum subject and through wider cross-curricular themes. Activities develop skills essential to R.E. Teaching & learning styles vary, making use of art, artifacts, music, ICT, photos, creative, factual & reflective writing, drama, visits and discussion.

The following skills are essential to R.E, and should be reflected in learning opportunities:

- Investigation and research, for example, asking questions
- Interpretation, for example drawing meaning from artefacts
- Reflection, for example reflecting on feelings, values, experiences
- Empathy, for example considering the beliefs and values of others
- Evaluation, for example to debate issues
- Analysis, for example distinguishing between opinion, belief and fact
- Synthesis, for example linking significant features of a religion
- Application, for example making links between religious values and life
- Creativity and Expression, for example articulating ideas, beliefs and values
- Self-Understanding, for example being able to draw meaning from experiences

We draw on experiences of pupils, parents & staff to make R.E. relevant and interesting. **We also link with local religious communities and places of worship where possible.**

In **Reception** children are introduced to religion & belief by focusing on special people, places, objects, stories, music and celebrations. They learn to recognise that religion is important to some people in their community. They reflect on what is important to themselves and others. They engage with RE through stories, artefacts, pictures, posters, ICT and simple songs, dance and drama. They reflect on their feelings and become aware of the feelings of others.

In **KS1** children explore Christianity and one religion from Hinduism, Islam or Judaism. They learn about different beliefs about God and the world around them. They respond to a range of stories, artefacts and religious materials. They learn to recognise beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance & value of religion for believers, especially other children and their families. Children ask questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

In **KS2** children learn about Christianity, Hinduism, Islam and Judaism, recognising the impact of religion locally, nationally and globally. They make connections between different aspects of religion and consider different forms of religious expression. They consider beliefs, teachings, practices central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion & belief, learning about similarities and differences within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognize the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas clearly, recognizing other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in R.E.

The AMV Syllabus has programmes of study for each Key Stage. Each consists of units, framed as core questions, with supplementary questions for each unit. Each unit is linked to 2 focus areas of enquiry; the first focus in each unit is from Attainment Target 1 and concerns human experience as well as study of key beliefs, teachings, sources, practices & forms of expression:

A = Beliefs, Teachings and Sources
B = Practices and Ways of Life
C = Forms of Expressing Meaning

The second focus is from Attainment Target 2 and is much more than just personal responses of pupils, requiring increasing depth of knowledge & understanding as pupils develop learning:

D = Identity, Diversity and Belonging
E = Meaning, purpose and Truth
F = Values and Commitments

Good R.E. effectively balances learning *about* and learning *from* Religion and Beliefs. To ensure breadth and balance, a sequence of lessons for any unit must include a twin focus on the indicated areas of enquiry. Assessment of pupils' progress in RE is related to them both (See *Appendix A: Attainment Targets*)

Assessment, Recording and Reporting

Lessons have clear objectives and learning experiences are evaluated in line with our policies on assessment and marking. Both formative and summative assessments are used to inform planning, recognise and celebrate achievement and motivate the learner. Pupil self-assessment is planned for, particularly in those elements in R.E. concerning personal response. Assessment is made against a clear set of criteria based on concept, attitude, skill and knowledge development, and the Statements of Attainment as laid out in Awareness, Mystery and Value (AMV) the Haringey Agreed Syllabus. The end of year annual report includes end of year 'can do statements' about children's progress and achievement in RE, which are completed by staff and shared with parent/carers. A copy of the annual report is retained within the pupil's file. Planning and evaluations are monitored by SLT

Differentiation and Special Needs

R.E. will be planned to engage children through a range of differentiated activities suitable for those of different ages, abilities and backgrounds. Inclusion and differentiation for children with English as an Additional Language and those with Special Educational Needs are taken into account in our planning and teaching as they are in all areas of the curriculum.

Review

The effectiveness of the R.E. curriculum, resources, teaching methods and schemes of work will be monitored and evaluated in discussion with the Senior Leadership Team, staff and children. INSET needs will be identified & priorities for action identified on the school development plan.

This policy will be reviewed annually with Governors in Curriculum Committee Meetings and recommendations made to full Governing Body.

For information about the agreed syllabus for Haringey: **Awareness, Mystery and Value (2011)** go to <http://amv.somerset.gov.uk/>

Appendix A: Attainment Targets

Attainment Target 1: Learning about Religion and belief

A. Beliefs, Teachings and Sources

- Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.
- Understanding and responding critically to beliefs and attitudes.
- Religious and non-religious ideas of the ultimate.
- Aspects for investigation could focus on God, gods, gurus, teachers, scriptures, key texts, enlightenment, truth, prophecy, soul and life after death.
- Key question for RE: *how do religions and philosophies understand and develop beliefs and teachings within their traditions?*

B. Practices and ways of life

- Exploring the impact of religions and beliefs on how people live their lives.
- Understanding and responding critically to beliefs and attitudes.
- Religious and non-religious practices and ways of life.
- Aspects for investigation could focus on worship, prayer, meditation, celebration and pilgrimage, as well as religious artefacts, holy times and festivals associated with them.
- Key question for RE: *how do people keep in touch with their faith/philosophy?*

C. Forms of Expressing Meaning

- Appreciating that individuals and cultures express their beliefs and values through many different forms.
- The different ways in which prophets, artists, poets, writers, architects, theologians, composers, performers & story-tellers have attempted to express their beliefs and values.
- Aspects for investigation could focus on religious music, songs, pictures, symbols, metaphors, poetry, parables, stories, myths, jokes, sculpture, carving, dance, drama, buildings, creeds, prayers, ritual writing, rituals, calligraphy, attitudes, behaviour & lifestyles.
- Key question for RE: *how do people communicate their beliefs and values to others?*

Attainment Target 2: Learning From Religion and Belief

D. Identity, Diversity and Belonging

- Understanding how individuals develop a sense of identity and belonging through faith or belief.
- Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.
- Religious and non-religious ideas about human individuality and society.
- Aspects for investigation could focus on: relationships, experiences, local / national / global / virtual communities, individuality, personality, feelings, preferences, faith, causes of conflict, dialogue between faiths and philosophies.
- Key question for RE: *what do people say about human nature?*
- Related disciplines: **anthropology, psychology, sociology.**

E. Meaning, Purpose and Truth

- Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.
- The ups, downs and meaning(s) of life's journey.
- Aspects for investigation could focus on: religious and non-religious views about life's wonders and sadnesses, its triumphs and tribulations, the place and role of human beings within the natural world and on the search for meaning, purpose and truth in philosophy, religion and science.
- Key question for RE: *how do people tackle the big questions of life?*

F. Values and Commitments

- Understanding how moral values and a sense of obligation can come from beliefs and experience.
- Evaluating their own and others' values in order to make informed, rational and imaginative choices.

Appendix B: Example of Draft Religious Education Medium Term Plan (including suggested visits)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Y R	UNIT 1 Who are we? Focus Areas: A & D Featured religions: Christianity & Islam	UNIT 9 Why is Jesus important? Focus Areas: B & F Featured religions: Christianity	UNIT 2 Why are some times special? Focus Areas: B & E Featured religions: Christianity & Judaism (T5/6 visit: Christian church)
Y 1	UNIT 7 Why are some places special? Focus Areas: C & D Featured religions: Christianity & Hinduism	UNIT 8 Why is our world special? Focus Areas: A & E Featured religions: Christianity & Hinduism (T3/4 visit: Hindu temple)	UNIT 5 How do we celebrate our journey through life? Focus Areas: C & E Featured religions: Christianity, Hinduism, Islam & Judaism
Y 2	UNIT 4 Where do we belong? Focus Areas: B & D Featured religions: Christianity, Judaism	UNIT 3 Why are some stories special? Focus Areas: C & F Featured religions: Christianity, Islam & Judaism (T3/4 visit: Jewish synagogue)	UNIT 6 How should we live our lives? Focus Areas: A & F Featured religions: Christianity, Judaism
Y 3	UNIT 1 What is important to me? Focus Areas: A & D Featured religions: Christianity & Judaism	UNIT 2 What can we learn from the life and teaching of Jesus? Focus Areas: B & E Featured religions: Christianity	UNIT 7 How do people express their beliefs, identity and experience? Focus Areas: C & D Featured religions: Christianity & Hinduism
Y 4	UNIT 12 What does it mean to belong to a religion? Christianity & Judaism Focus Areas: B, D & E (T1 /2 visit: Christian cathedral)	UNIT 9 How should we live and who can inspire us? Focus Areas: B & F Featured religions: Judaism & Sikhism	UNIT 10 What does it mean to belong to a religion? Christianity & Hinduism Focus Areas: B, D & E
Y 5	UNIT 3 Why do religious books and teachings matter? Focus Areas: C & F Featured religions: Christianity & Islam (T1 /2 visit: Islam: Mosque)	UNIT 5 Why are some journeys and places special? Focus Areas: C & E Featured religions: Christianity & Islam	UNIT 6 How do we make moral choices? Focus Areas: A & F Featured religions: Christianity & Hinduism
Y 6	UNIT 4 What does it mean to belong to a religion? Christianity & Sikhism Focus Areas: B & D (T1 /2 visit: Sikh temple)	UNIT 11 What does it mean to belong to a religion? Christianity & Islam Focus Areas: B, D & E	UNIT 8 What do people believe about life? Focus Areas: A & E Featured religions: Christianity & Islam