



RELIGIOUS EDUCATION POLICY

Issue No 16

Date
12.5.17

Purpose

Legislation relating to the provision of Religious Education was consolidated by the Education Act 1996. It re-affirmed that RE is part of the Basic Curriculum and "should be taught to all pupils in full-time education" and "shall reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain".

Aims

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people.' The aim of Religious Education in the schools of Bedford Borough, Central Bedfordshire and Luton is to contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.' To achieve this aim, the Agreed Syllabus has two broad attainment targets.

- (AT1) Learning about religion Pupils should acquire knowledge about and understanding of religions and beliefs
- (AT2) Learning from religion Pupils should be enabled to reflect on and respond to their study of religions and beliefs.

At Scott Lower School not only do we aim to develop the children's knowledge and understanding of the major world faiths, we aim to promote the spiritual, moral, social and cultural development of pupils. RE encourages pupils to consider and respond to their own and other people's beliefs and values. We enable children to develop a sound knowledge not only of Christianity, but of also of other world religions ; Judaism, Sikhism, Hinduism and Islam

Religious Education helps children to:

- develop an awareness; of spiritual and moral issues
- develop knowledge and understanding of Christianity and other major world religions
- develop what it means to be committed to a religion
- develop an understanding of religious traditions and to appreciate the cultural diversity in Britain;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- have respect for other peoples' views and to celebrate the diversity in society.

In promoting these central aims, Religious Education should:

- provide pupils with accurate information about the main religious and spiritual traditions. These are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. It may sometimes be appropriate, additionally, to include other faiths
- RE should also help children to develop a positive attitude towards other people, respecting their right to hold different religious beliefs and value systems from their own. They should also recognise that some people will have value systems not based on religious beliefs.

Scott Lower Programme

KS1 and KS2 based on Unit questions from the enquiry model of the new syllabus. In the Reception Year of the Early Years Foundation Stage the syllabus provides planning guidance linking Early Learning Goals to RE experiences.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	What does it mean to belong?	What does it mean to belong?	Who is an inspiring person?	Who is an inspiring person?	Why should we care for the Earth?	Why should we care for the Earth?
Year 2	How and why do we celebrate special times?	How and why do we celebrate special times?	What makes some places special?	What makes some places special?	What can we learn from sacred books and stories?	What can we learn from sacred books and stories?

Year 3	How and why do Christians follow Jesus?	How and why do Christians follow Jesus?	How should we live and who can inspire us?	How should we live and who can inspire us?	Where, how and why do people worship?	Where, how and why do people worship?
Year 4	What are the deeper meanings of the festivals?	What are the deeper meanings of the festivals?	What does it mean to be a Jew?	What does it mean to be a Jew?	What do the religions teach us about the natural world and why we should care for it?	What do the religions teach us about the natural world and why we should care for it?

Fields of enquiry

Pupils have opportunity to begin to explore each of the following RE fields of enquiry.

- Beliefs, teachings and sources
- Practices and ways of life
 - Ways of expressing meaning
- Questions of identity, diversity and belonging
- Questions of meaning, purpose and truth
- Questions of values and commitments

Teaching and Learning

Our school curriculum for religious studies meets the requirements of the 1988 Education Reform Act. The act stipulates that religious education is compulsory for all children but allows parents to withdraw their children from religious education classes if they so wish; although this should only be done once the parents have given written notice to the school governors. The act also allows teachers to refuse to teach religious education, but only after they have given due notice of their intentions to the school governors. Our school RE curriculum policy is based on the LA's Agreed Syllabus and it meets all the requirements set out in that document. The Education Reform act states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should at the same time, take account of the teachings and practices of other major religions.

We teach Religious Education in reception classes as an integral part of the Foundation Stage of the National Curriculum. We relate the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. RE makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as celebrations, dressing up, listening to stories, looking at pictures of places and people, or discovering the meaning of values and beliefs in relation to their own lives.

These objectives will be developed in **Key Stages 1 and 2**.

- The teaching of RE will reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teaching and practices of the other principal faiths represented in Great Britain. The main faiths to be taught are Christianity, Hinduism, Islam, Judaism and Sikhism.
- RE will be taught through the aspects outlined in the most recent LA Agreed Syllabus i.e. Key Concepts and Key Processes exploring different faiths separately and through thematic topics in order to maintain a balance between Learning about Religions and Learning from Religions.
- Other faiths will be taught when appropriate, and in planning of units of work it will be recognised that many pupils will have value systems which are not based on religious beliefs.
- Units of work will be planned so that pupils will acquire knowledge and understanding of the six principal world faiths as specified in the key stage requirements.

We base our teaching and learning in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to 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.

Minimum time allocations

RE is a Core Subject of the curriculum for all pupils and based on the law and DfE guidance a minimum of 5% of curriculum time is required.

KS1: 36 hours of tuition per year

KS2: 45 hours of tuition per year.

Curriculum time for RE is distinct from the time schools may spend on collective worship or school assembly. We will also include occasional RE themed mornings, i.e. Diwali, Bandhi Chor, and Chinese New Year, to complement the regular weekly programme of lessons.

The minimum requirements for religions and beliefs to be studied are: Yr. R: Christianity + other religions or belief systems represented in the local area. KS 1: Christianity + either Islam or Judaism
KS 2: Christianity + Hinduism + Islam + Judaism

The time allocated for RE will be separate from time given to Collective Worship.

We plan our religious education curriculum in accordance with the LA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Assessment, Recording and Reporting

Religious Education contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use for Literacy have religious themes or content, which encourages discussion, and this is RE'S way of promoting the skills of speaking and listening.

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. By promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.

Through teaching religious education in Scott Lower, we provide 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 moral and ethical questions. We also enhance their social development by helping them to build a sense of identity through the use of whole class discussions

We observe children's work by making informal judgements as we observe them during lessons and on completion of a piece of written work. Once a unit has been completed, we make a summary judgement about the work of each pupil in relation to the national levels of attainment (emerging, expected, exceeding.) We use this as a basis for assessing the progress of each child, for setting new goals, and for passing on information to the new teacher at the end of the year.

Experiences and opportunities in RE are planned to engage different pupils appropriately. A range of activities are provided to suit the range of ability, background and learning needs. Pupils are offered opportunities to:

- Directly experience religion – there are planned visits and visitors to enable pupils to come into first hand contact with adherents from a variety of traditions.
- Learn and use religious words accurately.
- Make and do – role play, music, writing, drama, visual arts.
- Reflect upon their own experiences, explore beliefs, ideas or values.
- Begin to use ICT to explore religious beliefs as practised in the local and wider community.
- Use their imagination and curiosity to develop their appreciation of the world

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

Scott Lower School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it

now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.