



# Beechwood Primary School

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## Religious Education Policy

Religious Education plays a vital role in the development of the whole child, and helps to prepare children for life in a multi-faith, multi-cultural society. The teaching of the subject also gives children access to the multi-ethnic diversity within the school.

Beechwood Primary School provides Religious Education in the school timetable for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National curriculum because it is taught in accordance with the Agreed Syllabus (2012-2017). Religious Education has the same status and importance as any other subject and the same high standards are required.

### **Aims**

The aims of Religious Education are drawn from the Agreed Syllabus and should help pupils:

- To acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.
- To embrace their spiritual, moral, cultural and social development by;
  - Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them.
  - Responding to such questions with reference to the teaching and practices of religions and to their understanding and experience.
  - Reflecting on their own beliefs, values and experiences in light of their study.
- To develop respect for other peoples' right to hold different beliefs
- To develop a positive attitude towards living in a society of diverse religions

### **Curriculum Planning**

We shall use the Discovery (Pan Berkshire – Teaching Programme). It will be taught and learned as a discrete and cross-curricular subject, as a whole class activity with children working individually or in various groupings.

The Foundation Stage curriculum explores religion through the following Early Learning Goals: Personal, Social and Emotional Development, Communication, Language and Literacy, Knowledge and Understanding of the World and Creative Development.

The core curriculum for Key Stage 1 must cover Christianity and Judaism and one other religion as stated in the Agreed Syllabus.

The core curriculum for Key Stage 2 must cover Christianity, Hinduism and Sikhism and one other religion as stated in the Agreed Syllabus.

Efforts should be made to learn from pupils' home background and faith in order to celebrate the religious diversity within Beechwood School.

## **Teaching and Learning**

The Religious Education curriculum will be based on two Attainment Targets (Agreed Syllabus, pp(13-16):

- Attainment Target 1 – Learning *about* religions (what people believe, what people do, how people express themselves)
- Attainment Target 2 – Learning *from* religions (making sense of who we are, making sense of life, making sense of right and wrong)

The Religious Education Curriculum will provide opportunities for children to develop the following:

*Skills* – investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application and expression.

*Attitudes* – commitment, fairness, respect, self-understanding, enquiry and tolerance.

In line with the Agreed Syllabus the teaching of religion will reflect the fact that the religious traditions in Great Britain are, in the main, Christian.

Children will have the opportunity to complete work reflecting their learning about religious customs and beliefs in a variety of ways. This may be through poems, stories, reports on visits, artwork, design and technology, music, drama, dance, discussions, presentations and display, as well as own behaviour.

## **Subject Specific Resources**

A variety of resources will be used, where appropriate, including: books, artefacts, posters, videos, slides, people from local faith traditions, local religious buildings and the Internet.

## **Assessment**

The class teacher should assess a child's own development by observing how they react to different learning experiences within the context of RE or topic work and through noting their reactions to other pupils from different faiths.

Reference should be made to the level descriptors on pages 13-16 of the Agreed Syllabus (a copy of which is attached to the policy). Teachers need to assess the skills; knowledge and concepts which best fit the level descriptors under the two attainment targets.

Formative assessment needs to follow the guidelines set down for all foundation subjects, whilst assessing against the learning objective.

## **Equal Opportunities and Inclusion**

All staff at Beechwood Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances; have access to and be given opportunities to make the greatest progress possible while at school.

## **Able, Gifted and Talented**

These children have been identified by staff and placed on the A, G & T register – they each receive an individual action plan in order that their skills can be developed. At present the support given to other able pupils in class, in order to properly develop their skills, is usually undertaken by the class teacher who has often organised the class groups with this in mind.

## **SEN**

The aim is to ensure that all pupils make progress and gain positively from each lesson. All teachers aim to:

- Plan lessons so that all pupils can be included
- Use a range of resources, including the use of ICT, effectively to allow Access to whole class or group work
- Differentiate task or activities
- Organise the class and deploy staff to support group or individual needs.

## **Subject Across the Curriculum**

There are many opportunities in the curriculum for cross-curricular work with RE, particularly in English, Geography, History, ICT, Art and Design and PSHE. These opportunities should be exploited as much as possible.

## **Monitoring and Evaluation**

The Subject Leader for Religious Education will regularly monitor planning and produce a report to identify strengths and areas for development. The Subject Leader will also collect work for the Religious Education portfolio and will level this in accordance with the Agreed Syllabus attainment targets. Work will also be monitored by the Subject Leader in regular scrutiny of work sessions.

## **Withdrawals from Religious Education (Conscience Clause)**

The school will not seek to undermine the personal faith of any child or teacher. The Education Act 1996 requires that RE should be taught to all pupils in full time education in schools except for those withdrawn at the request of their parents (details to be found in DFE circular 1/94, paragraph 44).

Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and children and teachers will feel the type of Religious Education being taught at the school is interesting, challenging and relevant to all pupils.

## **Collective Worship**

All children in attendance on each school day shall take part in an act of collective worship either 'wholly or mainly of a broadly Christian character'. In accordance with DFE circular 1/94 (Religious Education and Collective Worship) we aim to:

- Promote the opportunity for pupils to worship God
- To consider spiritual and moral issues
- To explore their own beliefs
- To encourage participation and response
- To allow for reflection
- To develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

Worships last for approximately 15 minutes and includes some, or all of: introduction, story, reflection, prayer and song.

# **Religious Education Policy**

Reviewed: April 2016

Next Review: April 2018