



Religious Education Policy

Policy Creation and Review	
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Religious Education (RE) Policy: Principles and Implementation

School Aims and Implementation

New City Primary aims to provide children the opportunity to achieve their best academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

RE Policy Introduction

- New City is made up of children who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.
- We believe that Religious Education (RE) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity.
- RE is taught in accordance with the aims of the Newham Agreed Syllabus, which states: *'The aim of religious education is to promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging on exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value'*

Aims

General

The broad aim of religious education at New City is to promote the spiritual, moral, cultural and intellectual development of children. We enable children to develop knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. This is achieved by encouraging children to explore and respond to these aspects of religion and draw upon their own experiences. We help the children learn **about** religions as well as **from** religions.

Children

At New City, we aim to:

- Encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- Help children to develop moral and spiritual values, respect and tolerance, which enables them to appreciate and understand religions, cultures and ways of life different from their own.
- Have respect for other people's views and celebrate the diversity in society.
- Appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- Foster understanding about the importance of tolerance in everyday life.
- Foster positive attitudes towards celebration of differences.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery.
- Communicate their knowledge and understanding using specialist vocabulary.
- Use children's experiences of religious festivals such as Easter, Diwali, Guru Nanak, Eid to develop their religious thinking.

School Staff

At New City, we aim to:

- Promote a confident, positive attitude towards the learning of RE by making it an enjoyable experience.
- Promote RE as an active subject; this would be modelled by the teacher in the teaching activities provided.
- Promote a desire to understand the 'world' of other people and an active interest in how they express this 'world'.

- Be perceptive, and recognise this in pupils.
- Extend children's sense of values and promote their spiritual growth and development.
- Acknowledge that beliefs and ideas are constantly changing.
- Promote interaction, allowing pupils to relate themselves to others, reflect and respond.
- Ensure that RE teaching throughout the school shows progression and is based on the Newham Agreed Syllabus.
- Develop links with the wider community through visits to places of worship.

Parents and Carers

At New City, we aim to:

- Be understanding and supportive of our aims in learning and teaching of RE.
- Attend and contribute to Teacher Consultation Meetings.
- Support and encourage their children during Place of Worship trips.
- Praise their children for their understanding of other beliefs and cultures.
- Communicate and work with the school whenever further support is needed to develop their children's RE skills and understanding.

Governors

At New City, we aim to:

- Appoint a designated link governor who will:
 - a) Meet with the curriculum Subject Leader at least once a year to find out about:
 - The school's systems for planning work, supporting staff and monitoring progress.
 - Place of Worship visits.
 - The allocation, use and adequacy of resources.
 - b) Visit School and talk to pupils about their experiences of the curriculum area.
 - c) Promote and support the positive involvement of parents in the curriculum area.
 - d) Attend training and other events relating to the particular curriculum area.
 - e) Report jointly with the Subject Leader
 - to the governing body with recommendations, if appropriate, once a year.
- Be understanding and supportive of our aims in learning and teaching RE and review the RE Policy annually.

Implementation of the RE Policy

1. The LA Newham Agreed Syllabus

- Our RE curriculum is in accordance with the Newham LA Agreed Syllabus. We ensure that topics build on prior learning. There is a planned progression built into the scheme of work. An RE topic is taught every half term, as a blocked area of study or as a set of individual weekly lessons.
- Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:
 - a) Learning about Religions - Attainment Target 1 (AT1)

Learning about Religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed.
 - b) Learning from Religions -Attainment Target 2 (AT2)

Learning from religion is concerned with developing pupils' ability to reflect on and make responses about a religion being taught from their own experiences. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and values, and communicating their responses.
- **Teaching and learning style**
- We recognise that our children have differing abilities, so we provide suitable learning and opportunities for all children by matching the task to the ability of the child, for example by:
 - a) Setting tasks which are open-ended and can have a variety of responses.
 - b) Grouping children by ability and setting different tasks for each ability group.
 - c) Providing resources of different complexity, adapted to suit children.
 - d) Using classroom assistants to support the work of individuals or group of children.

e) Differentiating by outcome.

2. Teaching organisation

- Religious Education in the Foundation stage is an integral part of the topic work covered during the year. Planning at Reception is based on the 'Development Matters' and 'Early Years Foundation Stage' documents. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the Curriculum.
- RE is taught both as a discrete subject and through 'Spiritual Play' stories/discussions (As outlined within the Newham LA Agreed Syllabus).
- In ks1 and 2, aspects of RE are taught through Literacy, P4C, Collective Worship, assemblies and festival celebrations e.g. Eid, Guru Nanak and Diwali, circle time activities and birthdays. There are also RE lessons structured within each individual class's timetable.

3. Place of Worship Visits/Visitors

- Place of Worship Trips are organised during the year to support and complement the work in school and to promote links with the local community. We aim to invite more representatives of local religious groups to come into school and talk to the children in a sensitive manner.

4. Cross Curricular

- Opportunities are used to draw RE experiences out of a range of activities in other subjects to enable children to apply and use RE in real life and academic contexts.
 - a) **Personal, Social and Health Education and Citizenship (PSCHE):** Through RE we teach children about the values and moral beliefs that underpin individual choices of behaviour. RE promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.
 - b) **Social and Emotional Aspects of Learning (SEAL):** Through RE education we encourage children to value their own beliefs and feelings while developing an understanding and respect for people who present different viewpoints.
 - c) **Philosophy for Children P4C:** Point a and b come into P4C lessons where children learn to accept opposing views and respect each other.

Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible.
- Parents/carers have the opportunity to meet with the child's class/set teachers at least three times a year at Teacher Consultation Meetings and receive a summative report during these sessions.
- Parents are invited to take part in celebrations where they may contribute to activities and join in to celebrate or are invited to watch a show.

The RE Lesson: Good Practice

- An excellent RE lesson also links to the use of starters/introduction a main teaching activity and a plenary or series of mini plenaries throughout the lesson if appropriate.
- Children should be given the opportunity to **Reflect** on an aspect of human experience in order to understand the relevance of the content being taught (AT2) i.e. use of picture, music, story, artefact, visualisation, article.
- Children should be given the opportunity to **Relate** their own experiences to the content being studied (AT1) i.e. sequencing, re-telling, role play, discussion.
- Children should be given the opportunity to **Respond** to the content through their own personal experience in a thoughtful and constructive way (AT1/2) i.e. creative writing, making something, display work, hot seating.

Assessment, Record Keeping and Reporting

- We assess children's work in RE by making informal judgements as we observe them during lessons and through marking diagnostically. Assessment is based upon the child's ability in understanding various ideas, beliefs, values, attitudes and behaviour. As well as the ability of a child to reflect on their own experiences and the experiences of others and respond to them in a thoughtful and constructive way.
- Assessment in RE includes:

1. On-going Assessment for Learning (AFL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
 2. Marking of children's work against the shared Learning Objective and diagnostically (regularly in line with School expectations).
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

Inclusion

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at New City is seen as the responsibility of the whole school community, permeating all aspects of the school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- Inclusive practice in RE should enable all children to achieve their best possible standard whatever their ability, and irrespective of generic, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Right of Withdrawal from Collective Worship

- Every effort is made to show sensitivity towards personal faiths and to include all pupils and staff in RE.
- However parents/carers have the right to withdraw their child from RE after consultation with the Head teacher. Alternative accommodation and supervision will be provided for the child during this period.
- Staff have the right to withdraw from acts of RE after consultation with the Head teacher; this needs to be agreed both verbally and in written form. Staffs who withdraw from RE will be expected to attend the remainder of any assemblies when invited and to fulfil their standard duties of supervision and care of children entering and exiting.

Monitoring and Review

- The Head teacher, Senior Leadership Team and RE Subject Leader will monitor the effectiveness of this policy on an annual basis. The Head teacher and RE Subject Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, make recommendations for further improvements.