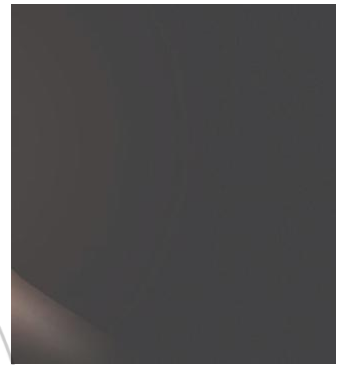




Castilion Primary School Religious Education

Policy



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At Castilion Primary School our values are fundamental expressions of what we think and believe.

- **Equality** - ensuring that every individual child has an equal opportunity to make the most of their lives and talents.
- **Dignity** - being respected for the children that they are and what they believe in.
- **Respect** - treating other children the way they would like to be treated, and acknowledging the thoughts and opinions of other children.

At Castilion Primary School our mission supports wellbeing, participation, relationships and self-esteem.

- **Engage** - children have better relationships.
- **Enthuse** - children feel safe and are healthy and happy.
- **Empower** - children become active and involved in school life and the wider world

Rationale

Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum. As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. We use the Bexley Agreed Syllabus of Religious Education (2014).

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while challenging and exploring their own beliefs and questions of meaning and to develop their own sense of identity and belonging. It also enables them to respect the views of others that differ from their own and prepares them for living in a world and local community that is diverse in both culture and belief.

Families who send their children to this school are from a range of faith backgrounds. RE is concerned with “learning about religion” and “learning from religion” and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child’s family is respected at all times.

Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their child/children from RE lessons. If a parent asks for their child to be wholly or partly excused from attending any RE, the school must comply unless the request is withdrawn. Any parent who wishes this may consult the headteacher.

Aims

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE at our school aims to enable pupils of whatever ability and level of development to:

- ❖ acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.
- ❖ Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
- ❖ develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
- ❖ enhance their own **spiritual, moral, social and cultural** development by:
 - developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
 - responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
 - reflecting on their own beliefs, values and experiences in the light of their study;
 - expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
 - recognising the right of people to hold different beliefs within an ethnically and socially diverse society.

Objectives

Learning

Each Year Group studies different aspects of Christianity alongside one other major world faith. The New Syllabus promotes both learning the facts about a religion and relating this to their own life experiences.

The teaching of RE at Castilion aims to give children first hand and sensory experiences and will use: religious artefacts whenever possible, incorporate visits to places of worship and involve visitors to the school from a variety of faiths.

A non-denominational approach, following the Bexley approved syllabus, is used in the classroom where work is based on thematic lines - people who help us, our families, helping others, etc. - with appropriate stories from the Old and New Testaments. This syllabus is used from Reception to Year 6. Consideration is also given to the beliefs and main festivals celebrated by other religious groups and cultures.

Religious Education has two closely related aspects:

Learning about Religion (AT 1) and Learning from Religion (AT 2)

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

AT1 Learning about Religion:

- ❖ identify, name, describe and give an account, in order to build a coherent picture of each religion;
- ❖ explain the meanings of religious language, stories and symbolism;
- ❖ explain similarities and differences between, and within, religions.

AT2 Learning from Religion:

- ❖ respond to religious and moral issues in an informed and considered manner;
- ❖ reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- ❖ identify and respond to the question of meaning within religion.

Teaching

- ❖ Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas:
- ❖ **Beliefs and teachings** - e.g. stories, religious leaders, books, God/gods, self-sacrifice, truth, life after death.
- ❖ **Religious practices and lifestyles** - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals.
- ❖ **Ways of expressing meaning** - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness.
- ❖ **Human identity, personality and experience** - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people.
- ❖ **Questions of meaning and purpose** - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences.
- ❖ **Values and commitments** - e.g. values, ethics, principles, rules, morality.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of RE at this school.

RE teaching specifically draws on the following:

- ❖ visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith.
- ❖ Role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters.
- ❖ artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge;
- ❖ parents; by valuing the family backgrounds of the children and making them part of the school community.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaged in learning.

Assessment, recording and reporting (*see Assessment Policy*)

Assessment in RE is seen in its broadest sense and is not limited to measurement and testing. Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against the statements of attainment in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

Time Allocation

We plan to for RE will be delivered flexibly according to the statutory requirements of the EYFS at Foundation Stage. At Key Stage 1 pupils spend 60 hours over 2 years (approximately 10 hours per term) and 156 hours over 4 years (approximately 13 hours per term) at Key Stage 2. Time allocation does include visits and RE curriculum days but not school productions related to festivals or collective worship time.

Planning

In order to ensure that our aims are met and the Programme of Study is covered at each key stage our Scheme of Work for RE builds-in coverage of and progression in both the content and concepts outlined in the Agreed Syllabus. This scheme shows how we have planned that pupils have learned about and from "the six principal religions through the EYFS and Key Stages 1 and 2". We have used a combination of teaching RE through the creative curriculum, RE days and as a separate subject, depending on the material which has to be covered.

Short term planning of individual lessons is a matter for the class teacher. The RE Subject Leader is available to help with this and keeps a range of teacher's resources as a guide. (When planning each unit of work the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of the pupils).

Cross Curricular dimensions

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Collective Worship

Collective worship will take place daily as required by law. Collective worship will take place in the classroom but is not limited to and may be conducted as a year group, phase or as a whole school.

During collective worship we aim to:

- ❖ fulfil statutory requirements of a daily act of collective worship for all pupils.
- ❖ Reflect on values that are of a broadly Christian character and on our own beliefs.
- ❖ Allow a pause for reflection and stillness in the midst of the pressure of the school day.
- ❖ Develop a community spirit, a common ethos and shared values.
- ❖ Provide a variety of opportunities for spiritual, moral, social and cultural development.
- ❖ Provide opportunities for expressing shared experiences and interests and for celebrating special occasions together.
- ❖ Provide opportunities in which pupils interact with each other, staff and on occasions the wider community, as well as offering opportunities to perform and respond to a presentation of readings, music, dance or drama.

Collective Worship Content:

- ❖ marking the celebration of a broad range of religious and cultural festivals that reflect a diversity of faiths;
- ❖ examples of lives of people of faith and other good human beings;
- ❖ stories supporting themes from a range of sources and cultures;
- ❖ response to key local, national and international events;
- ❖ providing an opportunity to think about their own beliefs'
- ❖ putting things into practice e.g. supporting charities;
- ❖ providing a moment for silent reflection;
- ❖ celebration of successes of members of the school community;
- ❖ performances or presentations from members of the school community;
- ❖ input from visiting speaker;
- ❖ reflect the achievements and learning of the children.

Monitoring and review

The Principal, Assistant Principal and RE Subject Leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.