

Queen's Hill Primary School

Religious Education Policy



Introduction

Religious Education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role which beliefs and values play in people's lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide today as they have done throughout history. As a curriculum area Religious Education offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live.

At Queen's Hill Primary School Religious Education is provided in line with the requirements of the relevant Education Acts. These are that:

- the basic curriculum must include Religious Education provision for all pupils on the school roll;
- the content of Religious Education must reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- Religious Education must be provided according to the revised 'Norfolk Agreed Syllabus 2012'.

A close link with the church community is encouraged so pupils can see Christian life, worship and commitments at first hand and we make a point of marking the celebrations of the Christian Year. We hold special assemblies for different Christian celebrations with time for reflections, readings, prayers, singing and listening to music or musical performances. We take opportunities to teach RE lessons to coincide with special religious events in the calendar year.

We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The Religious Education programme seeks to be sensitive to the home background of each child; it is not the

function of Religious Education to promote or disparage particular religious views.

The Aims of Religious Education at Queen's Hill Primary

Within the framework of the Education Acts and Agreed Syllabus, our aims in Religious Education are:

- to enable each child to explore the human experiences people share and the questions of meaning and purpose which arise from those experiences;
- to enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Norfolk and the UK. Among these, Christianity has a particular place, and is taught in each year of the primary phase;
- to promote respect, sensitivity and cultural awareness by teaching about the religions

represented in the region and the country;

- to affirm each child in his/her own family tradition, religious or secular;
- to provide opportunities for spiritual, moral, social and cultural development.

The Norfolk Agreed Syllabus gives more details of the importance of Religious Education in the curriculum and selects two main aims for its Programmes of Study and Attainment Targets:

(1) Learning about Religion beliefs and (2) Learning from Religion and beliefs.

Time Allocation

RE will be taught on appropriate curriculum days with a variety of linked subjects. These are taught on a carousel throughout the day, in addition children will receive a varied diet of lessons in which RE may be taught discreetly or as part of a lesson in another curriculum subject.

Each phase may choose to dedicate additional time to RE by blocking teaching into isolated days or to run alongside the whole school topic over a number of weeks.

In EYFS RE will be taught as part of the Understanding the World strand of the curriculum and topic work.

The Norfolk Agreed Syllabus recommends a minimum of 5% curriculum time i.e.

- 36 hours per year at Key Stage 1
- 45 hours per year at Key Stages 2

The Requirements of the Norfolk Agreed Syllabus

At Queen's Hill Primary our Religious Education is based on the Norfolk Agreed Syllabus. The Agreed Syllabus sets out Programmes of Study for the Foundation Stage, Key Stage 1 and Key Stage 2. We use the Programmes set out in the Agreed Syllabus to inform our curriculum planning and whole school coverage.

As the Agreed Syllabus states, creating a climate for effective learning in Religious Education sits at the heart of the our RE programmes. We follow an enquiry based approach where children's views are valued and are able to agree to disagree.

The Programmes of Study develop continuity and progression in Religious Education. They detail requirements for 'Learning about religion and belief' and 'Learning from religion and belief' for each Key Stage. The 'Breadth of Study' section explains which Religions and Areas of Study should be covered and outlines a wide range of Experiences and Opportunities which should characterise teaching and learning.

The Agreed Syllabus also sets out Attainment Targets for Religious Education and gives Level Descriptions by which pupils' progress may be assessed.

Discovery RE

At Queen's Hill Primary, we use the Discovery RE programme to inform our curriculum planning and whole school coverage alongside the Norfolk Agreed Syllabus. Discovery RE is an 'enquiry based' approach.

Please see Appendix one for curriculum coverage

Teaching and Learning Styles

Ofsted reports suggest the range of teaching and learning strategies in Religious Education is often too narrow, with overuse of stories and a limited range of drawing and written tasks.

At Queen's Hill Primary we are using increasingly varied and active ways of working which include art and drama, debating, visits, posters, photos, videos and interactive displays.

The Discovery RE enquiry model (each enquiry needing the equivalent of six lessons) integrates all the recommended aspects of learning in RE. Each enquiry starts in the child's own experience, moves into the world of the religion being studied, assesses children's capacity to answer the enquiry

question, and then offers children the opportunity to express their own thoughts and opinions.

Cross-Curricular Learning:

Pupils are provided with many opportunities to access RE through other curriculum areas, including English, Art and Music.

Pupils are also being given increasing opportunities to apply and develop their ICT capability where appropriate in Religious Education. Use of CD-ROMS for virtual visits to places of worship, e-mail contacts with other schools, digital cameras and interactive whiteboards can all help pupils develop their learning in and enjoyment of Religious Education.

At Queen's Hill Primary, teachers are encouraged to use a Religious Education gateway site www.reonline.org.uk as a basic resource for their own and pupils' needs.

Resources

Good resources are essential to fulfil the teaching requirements of the Norfolk Agreed Syllabus.

Resources are stored in the meeting room. There is a resource box for each of the six main world religions – Christianity, Hinduism, Judaism, Islam, Buddhism and Sikhism.

Visits and Visitors

Visits and visitors can provide powerful learning experiences for both teachers and pupils. All visits and visitors are organised following the Norfolk 'Educational Visits and Journeys - procedures and guidance' (plus the Queen's Hill Guidance Notes).

We arrange for each phase to visit a place of Christian worship. These have included Norwich Cathedral and St. Peter's Church in Easton. Clergy and other members of the community meet with children. Activities and discussions are focused on specific areas of the curriculum.

We try to enable Key Stage 2 pupils to visit a place of worship from another religious tradition but it is not always possible.

Matching Work to Pupils' Needs

Whole school policy with regard to special needs and differentiation applies to Religious Education and the SENCO will give advice on adapting work. However, teachers should be aware that some children have additional

experience of a religion through family practice and may show greater ability and understanding than they do generally.

Assessment, Recording and Reporting

It is important to note that pupils' work in Religious Education **can** be assessed; we are not assessing degrees of spirituality but their knowledge skills and understanding. It is important that their progress is acknowledged, just as in any other subject.

We are also required by law to report on pupils' progress and attainment in Religious Education to parents. The Agreed Syllabus provides descriptions of Levels of Attainment to use as a basis for reporting.

Monitoring, Evaluation and Review

The Community Values team monitors and evaluates the provision of Religious Education at Queen's Hill.

Contribution to SMSC development

These are areas of a pupil's development to which all subjects are expected to contribute. At Queen's Hill Primary, Religious Education should play a part in:

- developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way. (SPIRITUAL)
- providing a forum for pupils to develop and evaluate their own beliefs and values and to examine the beliefs and values others have chosen to live by. (MORAL)
- encouraging interest in and an understanding of others, respect for those with different beliefs, and a sense of 'community'. (SOCIAL)
- evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers. (CULTURAL)

SMSC and British Values with Discovery RE

With the new Ofsted inspection framework emphasising the opportunities children are offered for SMSC and British Values development, RE should be a key contributor. Therefore, these opportunities are identified in each enquiry based lesson.

Using an enquiry model (as recommended in the 2010 & 2013 Ofsted subject reports), children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs (religious or otherwise) enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which respectful evaluation can take place.

Provision for Withdrawal from Religious Education

Two provisions of law need to be noted:

i) Parents may ask for their child to be totally or partially withdrawn from Religious Education in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988.

Reasons for withdrawal do not have to be given and the school **must** enable parents to exercise this legal entitlement. Parents are asked to contact the Headteacher if they wish to withdraw their child. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative Religious Education or supervision made.

ii) Teachers may withdraw from Religious Education. Their classes, however, are legally entitled to Religious Education. The Headteacher is responsible for alternative provision for pupils. Staff are not required to give reasons for withdrawal. Currently no member of staff exercises this right.

Religious Education and its relationship to Collective Worship

In law, Religious Education and Collective Worship are distinct. Religious Education is part of the school curriculum; it has to be delivered appropriately for pupils of different ages and abilities. It cannot be delivered during Collective Worship.

However, during Collective Worship at Queen's Hill Primary, stories from the Bible, Christian and other traditions, are told and enjoyed, festival days and celebrations are often mentioned, and we enjoy assemblies led by members of religious communities.

These complement and bring depth to our Religious Education programme.

Miss Charlotte Mason

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Appendix one

EYFS	<p>Religions, beliefs and worldviews</p> <p>A) Introducing Christianity as the 'heritage religion' of the country and the one that most influences school and community life</p> <p>B) Building on religions and beliefs represented among the pupils e.g. different Christian denominations, world religions, other religious beliefs or worldviews such as Humanism, so the experiences and interests of children can be used as starting points for learning and teaching</p> <p>C) Sampling from major world religions, outside the children's experience, in order to extend their knowledge and understanding</p>
Year 1	<p>a. Investigating Christianity—introducing each area of study</p> <p>b. Introducing one other principal religion Judaism - covering at least Areas of Study 1 to 3.</p> <p>c. Encountering examples from other principal religions, other religious beliefs and worldviews</p>
Year 2	<p>a. Investigating Christianity—introducing each area of study</p> <p>b. Introducing one other principal religion Judaism - covering at least Areas of Study 1 to 3.</p> <p>c. Encountering examples from other principal religions, other religious beliefs and worldviews (Islam,)</p>
Year 3	<p>a. <i>Exploring Christianity</i> in more detail - covering each area of study</p> <p>b. <i>Investigating</i> one principal religion: Hinduism - covering at least areas of study 1, 4, 5 and 6</p> <p>c. <i>Revisiting or encountering</i> the other principal religious, other religious beliefs and worldviews (Sikhism)</p>
Year 4	<p>a. <i>Exploring Christianity</i> in more detail - covering each area of study</p> <p>b. <i>Investigating</i> one principal religion: Judaism— covering at least areas of study 1, 4, 5 and 6</p> <p>c. <i>Revisiting or encountering</i> the other principal religious, other religious beliefs and worldviews</p>
Year 5	<p>a. <i>Exploring Christianity</i> in more detail - covering each area of study</p> <p>b. <i>Investigating</i> one principal religion: Hinduism— covering at least areas of study 1, 4, 5 and 6</p> <p>c. <i>Revisiting or encountering</i> the other principal religious, other religious beliefs and worldviews (Sikhism)</p>
Year 6	<p>a. <i>Exploring Christianity</i> in more detail - covering each area of study</p> <p>b. <i>Investigating</i> one principal religion: Islam— covering at least areas of study 1, 4, 5 and 6</p> <p>c. <i>Revisiting or encountering</i> the other principal religious, other religious beliefs and worldviews</p>