

Wingate Primary School

Policy for
Religious Education

April 2019

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Policy and Guidelines for Religious Education

Aims

Through Religious Education we aim to help children to

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain
- Develop an understanding of the influence of beliefs, values and traditions on individuals, community, societies and cultures
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the principal religions represented in Great Britain
- Enhance their spiritual, moral, social and cultural development
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions (RRSA)

Organisation

- RE is planned and taught in accordance with the Durham Agreed Syllabus for Religious Education. (Revised 2012)
- Throughout the Foundation Stage and KS1 children become familiar with at least three religions: CHRISTIANITY, BUDDHISM and HINDUISM. Throughout KS2 children become familiar with: Christianity (taught in every year in Key Stage 2), Hinduism and Sikhism (core religions) and some aspects of Islam, Judaism and Buddhism.
- Aspects of other religions are taught through festivals and celebrations.
- Planning for RE follows a yearly cycle in the Foundation Stage, a two-yearly cycle in KS1 and a yearly cycle in KS2, to ensure coverage of the Attainment Targets.
- RE is taught weekly in discrete blocks. Further opportunities arise through Assemblies, related topic work such as Creative Arts, festivals, visitors to the school and through educational visits to places of worship.
- Religious Education does not aim to indoctrinate children to any particular faith, but aims to reflect the spiritual, moral, cultural and social aspects of the major religious traditions in Great Britain.

Teaching

Foundation Stage

Much of the religious education to be taught in the Foundation Stage is within the area of Understanding the World. It takes its starting point from the children's own experience. This will include special times such as birthdays, Christmas gifts, Easter and family celebrations which provide a basis for introducing the children to religious celebration and ceremony and demonstrate the way different religions mark special times. To develop knowledge and understanding in the Foundation Stage pupils will have opportunities to:

- Talk, listen to and tell stories, pose questions
- Observe, look
- Make and do, e.g. making festive food, role play

- Directly experience religion through visitors, visits, artefacts
- Learn through the five senses, e.g. smelling incense, tasting foods, hearing sounds such as bells, chimes, chants, seeing and touching artefacts
- Have times of quiet and stillness
- Reflect and use their imagination and curiosity to develop a sense of awe, wonder, mystery, joy, peace etc.

Key Stage One

Throughout Key Stage 1 pupils will develop their knowledge and understanding of religions and worldviews. As part of this they will learn about the place of religion and beliefs in their local community recognising diversity. In particular, the major Christian festivals of Harvest, Christmas and Easter are approached in a different way each year to ensure children find the work stimulating and that their breadth of knowledge and understanding is increased.

The RE plan also enables pupils to develop their understanding of one other religion or non-religious worldview. Pupils will learn about the key features of this religion and learn stories, celebrations and places of worship. This allows pupils to explore the significance to the followers of that religion.

Key Stage Two

Throughout Key Stage 2 pupils will build up an increasingly clear and detailed picture of:

- Christianity (taught in every year in Key Stage 2)
- Hinduism and Sikhism (core religions) and some aspects of Islam, Judaism and Buddhism.

These religions are mainly taught in separate units so that pupils do not become confused. Pupils do study some units which help them look at a theme across more than one religion e.g. care for others, the importance of rituals, how religions care for the environment.

Pupils in each year group have the opportunity to build up their knowledge and understanding of Christmas and Easter in the Christian tradition by studying different aspects of these festivals each year.

The RE plan also enables pupils to develop knowledge and understanding of religion in the local area through:

- a study of the different religious communities which exist in the local area surrounding the school (including different Christian denominations)
- the study of northern saints (e.g. Cuthbert, Bede) and their influence on the region.

Differentiation

It is the aim of the Class Teacher to meet the individual needs of each pupil, so enabling them to show what they know, understand and can achieve. Tasks will be set that will provide opportunities for them to achieve success at different levels, enabling all pupils to make progress. Differentiation may be shown through:

- Content
- Resources
- Tasks/Activities
- Learning experiences
- Outcomes
- Teacher response and guidance
- Classroom organisation
- Time given to complete a task

Effective differentiation should be characterised by:

- Sound planning and preparation
- Clearly defined learning objectives and experiences
- Effectively managed classrooms which provide appropriate support
- Teaching approaches that are well matched to aims, content and pupil's needs
- Giving choice and variety in the way that work is presented and recorded
- Appropriate assessment.

ASSESSMENT

Assessment in Religious Education takes place at the end of each half termly unit. The children are assessed against expected outcomes. When assessing work in RE teachers give careful consideration to children's verbal responses particularly in class and group discussion, their willingness to contribute relevant material and the quality of their written work when retelling or interpreting stories.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Religious education contributes to the development of PSHCE and the understanding of their Rights and Responsibilities by giving children the opportunity to:

- Recognise the importance of feelings and emotions
- Understand different points of view
- Listen to others
- To take part in discussion and debate
- To make judgements based on their knowledge of moral rules
- To recognise the effects of actions for good or ill

EQUALITY OF OPPORTUNITY

We are committed to providing an environment which promotes the education progress and achievements of all pupils irrespective of origin, religion, culture or gender.

In accordance with the 1988 Education Act we acknowledge the RE should be taught to all pupils in full-time education except for those pupils who are withdrawn at the wish of their parents. For children with special educational needs we recognise the value of a variety of teaching approaches, learning experiences and resources. This will include:

- Carefully planned and differentiated work/activities
- Individual support where necessary
- Practical and oral work
- Use of the computer to aid written work

We recognise that some children may have had varied experiences of religion at home and that many may have had none. Similarly, it is important to take into account the variety of spiritual and moral heritage that children bring into school. To reflect this, Religious Education does not promote one faith over another, but rather identifies common themes such as Creation, Special Times, Belonging, Places of worship and caring for each other and the environment.

RESOURCES

Most RE resources are located in the main school hall. Books, pictures, posters, artefacts and teacher resources are in storage boxes labelled for each faith. Big Books are located in the Central area of school. Children's books are also located in the library. Some resources may also be found using approved educational websites on the Internet.

Useful Websites

<http://www.reonline.org.uk/>

<http://www.dottieandbuzz.co.uk/>

<http://www.bbc.co.uk/schools/religion/>

<http://www.teachingideas.co.uk/re/contents.htm>

<http://www.thebrickbible.com/>

http://www.primaryresources.co.uk/re/re_Hinduism.htm

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continually made, the policy has been written with full awareness of our responsibility and commitment to this initiative.

Date for review: April 2020