



## MORGANS PRIMARY SCHOOL AND NURSERY

### RE POLICY

#### Introduction

Religious Education (R.E.) is not a National Curriculum subject but must be taught to all pupils as part of the Basic Curriculum. As R.E. is not naturally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. It is this Agreed Syllabus (2006-2011), which we have used as the basis of our planning and delivery of R.E.

R.E. is concerned with *"learning about religions"* and *"learning from religion"* and it is not the practise of this school to preach to or convert the children. The faith background of both staff and the child's family is respected at all times.

The rights of parents to withdraw their children from the teaching of R.E. are enshrined in the 1988 Education Reform Act. Any parent, who wishes this, may consult the head teacher. Teachers may also withdraw from the teaching of R.E..

In accordance with the Hertfordshire Agreed Syllabus, Morgans Primary is required to study six principal religions of the world, whilst reflecting the fact that the religious traditions in Great Britain are mainly Christian. The six religions are Christianity, Buddhism, Hinduism, Judaism, Islam and Sikhism.

#### Aims

Our aim at Morgans is to encourage the development of the whole child; intellectually, culturally, socially, morally and spiritually.

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

1. acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire;
2. develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
3. develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions

4. enhance their own spiritual, moral, cultural and social development by:
  - a. developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
  - b. responding to the fundamental questions line of life in the light of their experience and with reference to religious beliefs and practices;
  - c. reflecting on their own beliefs, values and experiences in the light of their study;
  - d. expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
5. recognise the right of people to hold different beliefs within a religiously diverse society.

## Objectives

### Learning

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, an awareness of prejudice, a growing self-understanding and respecting the rights of others to hold beliefs different from their own by Learning about Religions and Learning from Religion.

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

#### AT1 Learning about Religions

- 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

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

## Teaching and Learning

The teaching of R.E. seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

Children will be “Learning about Religions” and “Learning from Religion” through:

1. investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
2. questioning; developing curiosity about life, relationships and the natural world
3. empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others
4. reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others

5. relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
6. expression; the ability to identify and explain feelings and aspects of religions

## Teaching

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas.

- Belief and Teachings – e.g. stories, prophets, founders, books, God/gods, self-sacrifice, truth, life after death
- Religious Practices and Lifestyles – e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, effects on individuals
- Ways of Expressing Meaning – e.g. art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness
- Human Identity, Personality and Experience – e.g. 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, ultimate questions of life raised by life experiences
- Values and Commitments – e.g. values, ethics, principles, rules, moral dilemmas

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.

RE teaching specifically draws on the following:

1. visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
2. role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
3. artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge
4. parents; by valuing the family backgrounds of the children and making them part of the school community
5. multi-media; ICT, CD ROMs, watching videos, CDs
6. recording; own research, story telling, information books and songs, comic strips, posters, newspapers, accounts, art
7. Discussion

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.

R.E. should NOT be taught as part of a creative curriculum or cross curricular approach but should remain an independent subject.

## Planning

In order to ensure that our aims are met and the Programme of Study is covered at each Key Stage, the school has adopted 'The Primary Scheme of Work for R.E.', which is based on the Hertfordshire Agreed Syllabus. R.E. is taught as a separate subject at both Key Stages. Guidelines for all year groups are also available.

April 2010

In the foundation stage, R.E. is part of the EYFS framework and is taught through *knowledge and understanding of the world*.

In line with the Agreed Syllabus, we plan to spend 30 hours per year at Key Stage 1 and 39 hours per year at Key Stage 2 on the teaching of R.E. This is separate from the daily Act of worship. This is equivalent to approximately 1 hour per week in Key Stage 2 and 45 minutes at Key Stage 1 per week.

Year groups subjects are covered largely as recommended by the Hertfordshire Agreed Syllabus, although we as a school, have decided to teach Hinduism in year 6 rather than year 4.

It is not statutory for the foundation stage to cover Christianity or other faiths, although their curriculum must help to promote children's spiritual, moral, social and cultural development.

Teachers complete medium term plans each term, which are transferred onto short term plans. The R.E. co-ordinator is responsible for ensuring that the whole curriculum is addressed and that the scheme of work is planned appropriately.

Units should be divided into three parts:

YEAR GROUP	MAIN RELIGIONS
Year 1	Christianity and Religious stories
Year 2	Christianity and Judaism
Year 3	Christianity and Islam
Year 4	Christianity and Sikhism
Year 5	Christianity and Judaism
Year 6	Christianity, Hinduism and Buddhism

- Exploring religious traditions, beliefs and teachings
- Exploring shared human experiences
- Exploring personal meaning

These should be linked together within a unit.

## Resources

Resources are to be found in the Queens building. There are also limited resources such as books outside the Mandeville music room. The artefacts for each of the six faiths are in the year 3 corridor (labelled) as are the books, Bibles, videos, DVDs and posters. Additional resources are available from the co-ordinator on request.

All resources are catalogued and are treated with the respect they deserve. The co-ordinator has made information cards for all resources.

## **I.C.T.**

Children will use word processors, CD ROMs, the Internet and appropriate software such as Daydream to enhance knowledge and understanding of R.E. and may choose to present their work using this tool.

## **Assessment**

In the Foundation Stage and KS1, assessment is more verbal than formal. Assessment in R.E. should not be an isolated task but should be completed through a variety of activities such as;

- Discussion
- Written work or pictures
- Photographs taken of role-play, displays, activities in class and visits
- Observations
- Questioning

Evidence of achievement will be kept in the subject folders and the children's workbooks. School reports are sent home in the summer term. Reference to the eight level scale of attainment as set out in the Hertfordshire Agreed Syllabus can be used if necessary.