

Emmbrook Junior School



Religious Education Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee
Date of Policy: March 2016
Date of Review: January 2018

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

Introduction

This policy states the principles on which the planning, implementation and evaluation of Religious Education (RE) in the curriculum are based. This policy will be reviewed by the staff and the governing body on a regular basis. The implementation of this policy will be monitored by the subject leader and the Head Teacher.

The Legal Requirement

The Education Act (1996) requires that:

- RE should be taught to all pupils in full time education in schools except for those withdrawn at the request of their parents (details to be found in DCSF publication: RE in English schools: Non-statutory guidance 2010, p27-30).
- RE in community schools and foundation schools not of a religious character should be taught in accordance with the locally agreed syllabus recommended by the Agreed Syllabus Conference to the Local Authority.
- As part of the curriculum, RE should promote the 'spiritual, moral, social, cultural, mental and physical development of pupils'.
- An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act, 1996)
- The Education Act (1944) requires that an agreed syllabus 'shall not include any catechism or formulary which is distinctive of any particular religious denomination' (The Education Act 1944 section 26(2)). This is understood to mean that an agreed syllabus should not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.
- It is the responsibility of the Head Teacher and the governing body to ensure that sufficient time and resources are given to RE in schools to meet the statutory requirements

Aims of Religious Education

Religious education aims to help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues;
- 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 (summarised from the Locally Agreed Syllabus for Religious Education).

The purpose of RE does not include any attempt to alter a child's beliefs. Indeed, in accordance with the locally agreed syllabus, our RE programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

Time recommendation

This agreed syllabus has been based on the expectation that pupils in Key Stage 2 will receive 45 hours per year of RE.

Planning and Delivery

At Emmbrook Junior School our RE programme, Discovery RE, follows the locally agreed Pan-Berkshire Agreed Syllabus for Religious Education 2012-2017. This syllabus states the aims of RE are for pupils to:

Learn ABOUT religion by

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Learn FROM religion by

- developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions
- developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain
- enhancing their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study.

RE Coverage in Key Stage 2

Throughout this key stage, pupils learn about **Christianity** and at least **Hinduism, Judaism, Islam or Sikhism** as other religions, recognising their impact locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions, beliefs, and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs, values, and those of others in the light of their learning in RE.

Breadth of study

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity that exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom⁸ found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Teaching, Learning and Achievement

In planning and assessing RE, staff will be encouraged to refer to the attainment targets for RE (provided in the syllabus), to ensure that adequate challenge and support is planned into lessons.

In the teaching and learning of religious education a variety of resources, styles, and techniques will be used as appropriate. These may include visitors and Collective Worship experiences. Students will engage in activities that will also enable teachers to assess what they have learnt. The focus will be on encouraging children to develop their questioning and thinking skills.

Withdrawal from religious education

Parents may withdraw their children from all or any part of RE and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect.

Assessment

Assessment is made in accordance with the Pan- Berkshire Syllabus, allowing us to consider each child's attainment and progress against expected judgements. Teachers assess children's work in RE by making assessments as they observe them working during lessons. They record the progress that children make by assessing against key learning objectives. These assessments will then feed in to the end year report to parents.

Attainment in RE

In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages 12-18 of Pan-Berkshire Syllabus 2012-2017 for descriptors).

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school by writing the RE Action Plan and updating policy. The RE subject leader provides the Senior Leadership Team with information through reviewing planning and topic coverage and reviewing the progress towards the targets in the School Improvement Plan.

Approved by Governing Body

Chair of Governors

Date 02.03.2016

Head Teacher

Date 02.03.2016