



RE POLICY

RE POLICY

This Policy is intended to advise upon Religious Education in the curriculum as it applies here at St. Bartholomew's School.

Religious Education is of great value and it is part of the entitlement curriculum of all registered pupils.

It is important because whilst most subjects focus upon particular aspects of experience, religious education makes its contribution by exploring the significance of life as a whole, and so illuminates the whole curriculum.

It is the task of R.E. to ensure that children have gained some understanding of religion by the time they leave us; that they have explored something of the relationship between religious perspectives and experiences and their own beliefs, attitudes and behaviour.

R.E. does not have any nationally prescribed level descriptors but *guidance is given in the Leicestershire Agreed Syllabus and this is used throughout the school and monitored on Class Track*

Agreed Syllabus

All R.E. taught at St Bartholomew's will be in accordance with the Leicestershire Agreed Syllabus which has the full endorsement of the Diocese of Leicester. We also use supplementary resources from Understanding Christianity and other resources as appropriate. Copies of both are available in school for inspection.

School Population

St Bartholomew's is a Church of England Controlled School. Although many parents of our children declare a C of E affiliation on school registration forms, the proportion of our children who have a regular active involvement as members of a Christian church is in keeping with the national average of approximately 10%. There are very few children actively involved in other faiths.

A record of those children registered as belonging to faiths other than Christianity is attached in Appendix 1 and updated annually or when required.

Special Difficulties/Considerations

a) The physical location of St Bartholomew's means that we are a considerable distance from other faith communities/places of worship. Our children's everyday experience of the increasingly pluralistic nature of our society is therefore somewhat restricted. However, we worship at St Bartholomew's Church for Harvest, Easter and Christmas. As part of the taught curriculum, visits are planned to various places of worship and visitors also support and enrich our teaching, such as the Sikh Gurdwara, Central Mosque in Leicester, Jewish Synagogue, local Cathedrals and The Hindu Temple in Leicester.

Time Allocation

The recommended time allocation for R.E., as laid down in the agreed syllabus, is as follows:

Key Stage 1: 36 hours per year
Key Stage 2: 1 hour per week

This may be covered through cross curricular units of work however it has been agreed that KS1 will teach at least 30min discrete RE per week and KS2 45min to ensure the RE objectives are thoroughly covered.

This is in addition to (though not necessarily disassociated from) the daily collective act of worship.

Aims

Our principal aim is to help children mature in relation to their own patterns of belief and behaviour, through an exploration of religious beliefs and practices.

We aim to help pupils to: -

- 1) Acquire a basic knowledge and understanding of religious beliefs and practices.
- 2) Understand and respect how religious beliefs and values affect ways of living.
- 3) Develop an increasingly reflective and caring approach to life.
- 4) Gain an awareness of the spiritual dimension of life.

General Principles

Children need to develop their own beliefs and values and a pattern of behaviour which is consistent with these.

R.E. has a particularly important contribution to make to the spiritual, social and moral development of children.

In R.E., as in all other subject areas, the role of the teacher is that of educator. The right of individual teachers to exempt themselves from teaching R.E., and that of parents to withdraw their children from R.E. is a legal entitlement.

The teaching of R.E. will be related to the ages and individual abilities of the children, taking account of special needs and previous learning experiences.

R.E. has a crucial and unique contribution to make towards children's greater understanding of our increasingly pluralistic society.

R.E. does not make assumptions about, or preconditions for, the personal commitments of teachers or children.

Outline Approach

We aim to help children:

- a) observe religion in the context of
 - personal life
 - family life
 - community life
 - public life

b) observe different features of faiths

- symbol
- story
- people

c) discern underlying meanings

- beliefs, values and attitudes
- spirituality and faith

d) achieve a fair and balanced picture

- the individual and the community
- the essential and the cultural (e.g. Christmas)
- the mainstream and peripheral (majority/minority)
- the local and the global
- the popular and the intellectual
- the traditional and the radical

e) **Cross Curricular Opportunities**

Children will be encouraged to extend their learning and experience of R.E through

- the music curriculum
- the art curriculum
- the PE curriculum (dance)
- the geography curriculum
- Collective worship times
- outside visits
- visiting speakers
- SMSC
- PSHCE – circle times
- Whole school celebration days

ICT (cross reference ICT and Internet Policy)

Wherever possible ICT will be used to enrich teaching and learning in R.E.

Homework (cross reference Homework Policy)

Homework may be set in accordance with our Homework Policy in order to extend and enrich the children's experience of R.E.

Broad Content Outline

A) During RE in Key Stages 1 and 2 children acquire and apply knowledge and understanding of:

- * Christianity, Hinduism, Islam, Judaism, Sikhism and Humanism
- * How these religions influence individuals, communities, society and the world

As well as learning about religions, children also develop the ability to respond to what they have learnt.

- B) Christianity will be studied in depth throughout both Key Stages.
- 1) To support the ethos of our school
 - 2) As the major living faith (in all its diversity) in this country.
 - 3) Because of its enormous influence upon the culture, art, architecture, politics and legal systems in this country and beyond.
 - 4) To strengthen and enrich our links with our two local churches, especially with our parish church, St Bartholomew's, in keeping with our status as a Church of England Controlled School.

Specific Content

Planning for R.E. should reflect three areas,

KS1

A. Knowing about and understanding religions and world wise views

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities

B. Expressing and communicating ideas related to religions and world wise views

- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C. Gaining and deploying the skills for studying religions and world views

- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of co-operation between people who are different
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

KS2

A. Knowing about and understanding religions and world wise views

- A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance
- A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning

B. Expressing and communicating ideas related to religions and world wise views

- B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

- B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C. Gaining and deploying the skills for studying religions and world views

- C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

The statutory Leicester Agreed Syllabus will be used as the main planning tool.

In the Foundation Stage the Leicester Agreed Syllabus will be used alongside elements of RE which occur in the Early Learning Goals. Understanding Christianity will be used to supplement the Leicester Agreed Syllabus.

Connections with PHSE, Citizenship and SMSC with fundamental British values

RE deals with religious and moral beliefs and values that underpin individual choice and behaviour, social policies and practices and concepts and patterns of health. These issues will be further addressed by the PSHE syllabus and SMSC with fundamental British values.

RE also looks at the voluntary and charitable activities that help to make up a healthy society and provide opportunities for the development of active citizenship and involvement in society.

Sustainable Schools:

We aim to be a Sustainable school and provide an education about sustainable development that allows children to develop the required knowledge values and skills. We gained our Green Flag Award in June 2017.

We encourage the children to participate in decisions about the way we do things, both locally and globally, in order to improve the quality of life now without damaging the planet for the future.

We aim that all pupils are taught

- to care for oneself
- to care for each other (across cultures, distance and time)
- care for the environment both near and far

- Opportunities for teaching and learning about sustainable Development are clearly identified and mapped out across all areas of the curriculum and are intrinsic in the values of our school and community.

Inclusion *(Cross reference Inclusion Policy)*

The aim of RE is to encourage and assist all pupils to explore and express their own response to the spiritual and religious approaches to life.

Teaching and learning will be modified appropriately for children with physical disabilities, e.g. specialist equipment will be purchase, if necessary, and affordable (scissors for children with cerebral palsy).

Teachers will ensure that the work for children with disabilities is adapted where children are unable to manipulate tools or equipment or use certain types of materials.

Teachers will use assessment techniques that reflect their individual needs and abilities

C.P.D (cross reference Staff Development Policy)

It is important that all staff understand the need for continuing professional development and they will be encouraged to attend relevant training and update their knowledge and understanding of teaching and learning skills pertinent to R.E.

The R.E Co-ordinator will have access to specific training to develop and support their role.

The Role of the Subject Leader:

- to ensure entitlement to the Leicestershire Agreed Syllabus for RE
- to foster enjoyment and satisfaction in the study of R.E for all pupils;
- to enhance the teaching of RE
- to raise standards in pupil achievement.
- to fill in and maintain S.I.A.M.S documents

The Subject Leader should also:

- provide strategic direction for RE within the school;
- monitor the teaching and learning opportunities;
- lead and manage staff – training, development, guidance,
- manage the resources

Planning

- Planning of RE takes place under the guidance of the RE coordinator
- Teachers plan in accordance to school policy.
- The units followed are in accordance with the Leicestershire Education Agreed Syllabus.
- Teachers deliver RE during RE days, weeks and for Christian celebrations such as Christmas, Easter Harvest, Christian/ British values and Pentecost.

Assessment -

Assessment in R.E. does not involve assessing the level of spirituality of pupils nor the degree to which children are willing to reveal their personal beliefs and standpoints. Its purpose is: -

- 1) to allow pupils and teachers to identify and reflect on learning outcomes.
- 2) to ensure continuity and progression within and between the key stages of education.
- 3) to enable teachers to reflect on the effectiveness of their own work and so assist in the future planning and provision of learning experiences in Religious Education.

There are learning outcomes at the end of each unit. The end of unit expectations provides broad descriptions of achievement within each unit and assess the child's attainment within a unit of work. These are to be assessed and monitored on Class Track.

The teachers (under the guidance of the Subject Coordinator) will use the assessment trackers to track the progress of each child throughout the year. The information collated will give data from each cohort including

- attainment within each year group
- evaluation of the unit i.e. resources
- next steps in teaching and learning

RE POLICY

Children registered as belonging to faiths other than Christianity

4 Muslim
10 Hindu
1 Sikh
3 Other

As at January 2019

The names of the children belonging to the above faiths are in the Collective Worship Record Folder.
All class teachers have a record of their children's faiths.