



Providing the keys to success for every child

Whole School Policy on:

Religious Education

Head Teacher: Miss L Williams

Kent County Council

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Prepared by:	Miss N Smith
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1 Rationale

The Subject Co-ordinator for Religious Education is: Miss N Smith

Palm Bay school views religious education as a major element in the spiritual, moral and cultural education provision and as a means by which children acquire knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them, and an opportunity to develop their own beliefs and values. It recognises the statutory status of the subject and seeks to fulfil its obligations through its tailored implementation of the Kent County Syllabus for Religious Education. In addition the school seeks to bring greater meaning and relevance through its developing links and associations with the local church and its fraternity.

2 Aims of the Policy

The policy aims to ensure that:

- the school meets its statutory obligations with regard to:
 - The need for a daily act of worship
 - The requirement that R.E. be taught as part of the school curriculum
- the staff have a clear understanding of the policy and programme and are able to deliver the subject effectively and consistently throughout the school;
- staff and parents are aware of their rights regarding the teaching of R.E. in mainstream schools;
- pupils develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practise;
- pupils become aware of important questions in life and are able to appreciate the different answers offered by various religions;
- children engage with different issues that arise from a study of religions such as the value of special times and rituals, days for worship and festivals, mourning rituals and funerals;
- pupils gain knowledge and understanding of the beliefs and practices of major world religions, especially Christianity;
- pupils can identify and describe key features of Christianity and other major religions, such as key figures, teachings, ceremonies, festivals and sacred writings;
- pupils can identify elements common to a number of world religions, such as public worship and marriage ceremonies;
- pupils are able to consider ways in which beliefs, values and traditions might have significance for their own lives;
- children are increasingly able to appreciate that much of personal value can be gained from a study of the teachings of living religions such as ideas about the way we might treat those less fortunate than ourselves from looking at stories such as the good Samaritan in the Bible;



- children come to appreciate the value of religious ritual and practise such as silence, stillness and reflection from a study of Buddhist prayer and meditation;
- children are helped to appreciate the richness of the diversity of religions and to develop a tolerance towards the beliefs of others and to understand that this diversity manifests itself in a wide range of cultures, customs and practises;
- through the programme, children are given the opportunity to develop or continue to develop their own beliefs and values and make reasoned and informed judgements about spiritual and moral values;
- to relate the teachings of different religions to everyday situations.
- children develop a sense of awe and wonder in the world in which our children live.
- pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- pupils are prompted to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society. It encourages empathy, generosity and compassion.

3 The Role of the Co-ordinator

Religious Education will be managed by the subject co-ordinator who will produce and maintain a subject policy and manage the resources. Planning documents will be regularly reviewed.

The subject co-ordinator will:

- ensure that all teachers are aware of what should be taught in religious education, what resources are available and what standards of attainment are expected at the end of each key stage;
- support colleagues and develop their subject expertise;
- develop strategies to monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject, pupils' progress and standards of achievements.

4 The Role of the Teacher

All teachers are expected to teach R.E. on a weekly basis as a minimum provision. Teachers do however have the right to refuse to deliver the subject on grounds of lack of religious belief or conviction. In this event the individual teacher is required to discuss this matter with the Head Teacher. It remains the Head Teacher's responsibility to ensure that the children receive the appropriate level of provision.



5 The Religious Education Curriculum

Content

The revised Kent Agreed Syllabus provides the school with the programme of study for all year groups. This does not preclude lessons of a more spontaneous nature responding to immediate need or circumstances.

Planning

The school's long-term plans allocate to each year group a nominated religion and selection of themes. Medium term plans provide a set of learning outcomes to be achieved throughout the year. Teachers use the medium term planning sheets to plan on a half-termly basis.

Cross curricular skills and links

Religious Education makes a contribution to the development of general educational abilities. It also makes a major contribution to pupil's spiritual, moral, social and cultural development. It addresses issues which arise in a range of subjects such as History and English as well as personal and social education (PSE). As it is concerned with values and behaviour, religious education can make a significant contribution to education in citizenship.

Breadth and Balance

Programmes of Study

To ensure the requirements are met and the curriculum is broad and balanced:

- Christianity is studied throughout each key stage
- The other principal religions represented in Great Britain (Buddhism, Hinduism, Islam, Judaism and Sikhism) are studied across the key stages.
- Pupils also study how religions relate to each other, recognising both similarities and differences within and between religions. They should be encouraged to reflect on:
 - The significance of interfaith dialogue
 - The important contribution religion can make to community cohesion and the combating of religious prejudice and discrimination.

Due to the expansion of our school the organisation of our curriculum has altered and therefore the organisation of the delivery of the religious education has also altered. KS1 and the Foundation Stage will no longer follow a two year rolling programme instead the following will apply:



Early Years Foundation Stage Curriculum

R.E. is taught within Early Years and is linked to the Early Years Foundation Stage Curriculum. Christianity is the main religion taught at this early stage, with other religions drawn on as appropriate. During the Foundation Stage children begin to explore the world of religion in terms of:

- Special people,
- Special books,
- Special times,
- Special places,
- Special objects
- And by visiting places of worship.

Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Key Stage One

At Key Stage One R.E. is predominantly about Christianity, with at least one other principal religion: Hinduism as the principal and Judaism as the subsidiary. Study will include a religious community with significant presence locally, where it is appropriate.

There are 2 Attainment Targets: AT 1 Learning about religion and AT 2 Learning from religion

By the end of Key Stage One the performance of the majority of pupils will be within levels 1 - 3.

By the end of Key Stage one most pupils should have an understanding of:

- Their own personal worth and identity,
- The different kinds of relationships between people,
- Some aspects of Christianity,
- The natural world, its wonder and complexity,
- A simple vocabulary for use in discussing religion,
- The lives of some key religious figures whose example have inspired others,
- An awareness of the other religions especially Judaism, Hinduism and Islam,
- Poetry and stories for enjoyment.

Pupils should be able to:

- Ask perceptive questions and reflect upon possible answers.
- Be sensitive to the needs and feelings of others and to what they value as precious and of special significance.



- Celebrate new achievements and discoveries e.g. birthdays, family events and festivals.
- Express their ideas and feelings through the visual arts, writing, speaking, music and movement.

Starting points should be:

- A sense of their own personal worth and identity.
- Wonder at the natural world.
- Understanding and sensitivity in personal relationships.
- A developing sense of responsibility.
- An emerging understanding of reflective stories and poetry.
- An ability to express feelings.
- Knowledge of key religious figures, especially Jesus of Nazareth.

Key Stage Two

At Key Stage Two R.E. will build on the foundations laid at Key Stage One. R.E. at Key Stage Two will, at this stage, continue to follow a planned two year rolling programme (see Appendix 1) with Christianity continuing to be explored alongside at least three other principal religions: Judaism, Sikhism and Islam.

World religions, to be studied alongside Christianity are programmed as follows:

Cycle A

Years 3 & 4 - Judaism
Years 5 & 6 – Islam

Cycle B

Years 3 & 4 - Islam
Years 5 & 6 – Judaism and Sikhism

Study will include a religious community with a significant presence locally where appropriate and a secular world view, where possible.

All units of work will focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion.

There are two Attainment Targets: AT 1 Learning about Religion and AT 2 Learning from Religion.

By the end of Key Stage Two the performance of the majority of pupils will be within levels 3 - 5.

By the end of Key Stage Two pupils should:

- show an understanding of religious communities and their worship.
- be able to identify between religious beliefs in Christianity and at least 3 other religions. (These will be Judaism, Sikhism and Islam.)
- be familiar with a variety of religious literature and understand the meaning of common religious terms.



- have knowledge of the great spiritual leaders and of stories, symbols, rituals and historical origins of religious traditions.

In everyday life they should:

- be able to reflect upon their own experiences and have a sense of their own personal identity and worth in their relationships with others.
- be able to discuss religious ideas, moral questions and values.

Religious Education throughout our school also helps children to develop positive attitudes towards self, others, society and the world.

6 Curriculum Delivery

The Religious Education curriculum will provide opportunities for the children to develop the following skills:

- Investigation
- Empathy
- Synthesis
- Interpretation
- Evaluation
- Application
- Reflection
- Analysis
- Expression

A variety of teaching methods are employed as appropriate to help stimulate children's learning. Through Religious Education children engage in active learning through discussion either in whole classes or in groups, through role play and creativity, using a range of media such as artefacts, pictures, photographs and through visits and visitors.

Through employing a variety of teaching methods we hope to challenge the children and to guide them in learning from and about religions and also support children to develop positive attitudes towards self, others, society and the world in which we live.

Regular opportunities will be provided for pupils to raise their own questions and explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.



7 Additional Educational Needs

Policy and practise in Religious Education will reflect the whole school policy and encompass the full range of age and ability including the most able. Children with special educational needs (SEN) are given every opportunity to play a full and active part in all lessons. The full range of strategies to achieve differentiated learning will be employed including differentiation by task, outcome, resources, additional support and pupil grouping. There will be a particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage more able pupils.

8 Assessment

Assessment in religious education will:

- involve identifying suitable opportunities in schemes of work;
- be directly related to the attainment targets in the Agreed Syllabus;
- seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge;
- recognise the development within the child of the range of skills and attitudes which the subject seeks to develop;
- include pupil self-assessment.

9 Time Allocation

At Key Stage One R.E. should receive 36 hours per year. This equates to approximately 50 minutes per week.

At Key Stage Two R.E. should receive 45 hours per year. This equates to approximately 1 hour and 15 minutes per week.

These allocations are adopted by the school as targets but it readily admits that it is difficult to meet these targets. As a minimum provision, the following time allocations are proposed:

KS1 – 35 minutes per week

KS2 – 45 minutes per week

The remainder of the time will be taken during daily acts of worship which cover a variety of themes.

This is sometimes taught in a block, for example 1 hour and 10 minutes each fortnight in Year One, but will always include daily acts of worship and meet the minimum provision.



10 Equal Opportunities

In accordance with the schools policy on *Equal Opportunities* teachers will ensure that no child is disadvantaged on the grounds of race, colour, creed, class or ability of any other potentially discriminating factor.

Religious Education provides opportunities to challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards that diversity.

The school aims to ensure that all pupils, including those from an ethnic minority or ESL backgrounds are given every opportunity to excel. R.E. provides excellent opportunities for considering the needs of those from other countries and with different religions and cultures and for raising their self-esteem.

11 Resources

- The school has a range of resources for different cultures and religions.
- Class teachers are responsible for informing the R.E. Co-ordinator and Head Teacher of resources which are required in order to deliver their planned curriculum.
- Shared R.E. resources are stored (in the labelled boxes) in the Resource cupboard or in the appropriate classroom.
- Information books on R.E. topics are available in the school library and a range of non-fiction texts relating to R.E. topics are available in classrooms and as part of the guided reading resources within the school.
- When and where appropriate the delivery is further enhanced by visiting speakers.

12 Monitoring

The R.E. Co-ordinator is responsible for developing and undertaking, in conjunction with the Head teacher, a monitoring schedule for each academic year. Including: work scrutiny, planning scrutiny, pupil interviews, and lesson observations. This is carried out in accordance with the school's monitoring policy.

Information from monitoring is shared with staff and a report made to the Governing Body.



13 The Rights of the Parent/Carer

Parents/carers have a right to withdraw their child from R.E. lessons if they so wish. The Head Teacher will endeavour to meet his responsibilities by seeking to arrange alternative provision if appropriate and practical. Parents/carers are informed of this right in the School Prospectus.

14 Policy Review

This policy will be reviewed bi-annually (every odd year) during Term 4.

The next review of this policy is due: Spring Term 4, 2017.

15 Appendices

Appendix 1- Long Term Plans Cycles A & B



16 Appendix 1

Palm Bay Primary School Long Term Plans

Cycle A

YEARS 3 & 4					
CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	JUDAISM	JUDAISM
Teachings and Authority Rules for living - Ten commandments - Jesus' new commandment	Beliefs and questions Beliefs in action in the world Jesus and forgiveness Symbols and religious expression Christmas - God with us	Inspirational people Jesus - Blind Bartimaeus - Jairus' daughter - Healing at Bethesda - The Calling of Levi - The Rich Man	Inspirational people - St Peter - St Francis - St Catherine - St Joan of Arc (or others – mixture of men and women if possible) Symbols and religious expression Easter - Joy, Sadness, Joy	Inspirational people Symbols and religious expression Moses Passover meal Seder plate	Religion and the individual Journey of life and death Prayer Tefillin Tallith Prayer book Bar/Bat Mitzvah

TERMS					
1	2	3	4	5	6
YEARS 5 & 6					
CHRISTIANITY	CHRISTIANITY	ISLAM	ISLAM	CHRISTIANITY	CHRISTIANITY
Inspirational people Beliefs and questions Jesus - Sabbath law - Sermon on the mount - Taxes - Authority to heal - Authority over nature	Religion, family and community Beliefs in action in the world Church Buildings Denominations The work of our local Christians and Churches Symbols and religious expression Christmas - Advent or Jesse Tree	Worship, pilgrimage and sacred places Beliefs in action in the world The Five Pillars - Pilgrimage - Giving - Fasting	Religion, family and community Mosque Imam Family and community Symbols and religious expression Easter - Victory	Worship, pilgrimage and sacred places Explore life as a journey Where? Why? Christian pilgrimage to - Canterbury - Rome - The Holy Land - Lourdes	The journey of life and death Religion and the individual Marriage Funerals



Cycle B

YEARS 3 & 4					
CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	ISLAM	ISLAM
Teachings and authority Worship, pilgrimage and sacred places The Church's Year: - Advent - Christmas - Epiphany - Lent - Easter - Ascension - Pentecost	The journey of life and death Religion and the individual Baptism Confirmation Symbols and religious expression Christmas - Light	Teaching and authority Beliefs and questions - The Unforgiving Servant - The Parables of the Kingdom - The Workers in the Vineyard - The parable of the Sower - The Prodigal Son	Inspirational people - St Paul - St Mary - Dr Barnardo - Mother Teresa (or others – mixture of men and women if possible) Symbols and religious expression Easter - Betrayal and Trust	Beliefs and questions Religion and the individual Inspirational people The Five Pillars - One God - The Life of Muhammed	Teachings and authority Religion and the individual The Five Pillars - The Qur'an - Prayer

AUTUMN TERM		SPRING TERM		SUMMER TERM	
1	2	3	4	5	6
YEARS 5 & 6					
CHRISTIANITY	JUDAISM	JUDAISM	CHRISTIANITY	SIKHISM	SIKHISM
Teachings and authority Old and New Testaments Different books and genres Different translations Guidebook for Christians Mary Jones	Teachings and authority Beliefs in action in the world Torah Ten Sayings Tenach Beliefs and questions Christmas -The Gospels of Matthew & Luke	Religion, family and community Worship, pilgrimage and sacred places Synagogue Rabbi Rosh Hashanah Yom Kippur Jerusalem	Worship, pilgrimage and sacred places - Eucharist, Communion etc. - Prayers from the Anglican tradition Beliefs and questions Easter - Who was Jesus?	Transition Unit (County materials)	Transition Unit (County materials)