

**Harewood Primary School**

**Religious Education Policy**

# Harewood Primary School

## Religious Education Policy

### National Curriculum

The teaching of Religious Education at Harewood Primary school follows the Stockton Agreed Syllabus: SACRE (September 2019). The Stockton Agreed Syllabus gives guidance about when and how the exploration of these faith traditions might be approached, whilst providing the flexibility to schools to adopt the syllabus to meet their particular context. For example, in each key stage, the syllabus requires the teaching of Christianity and Islam, in accordance with the cultural makeup of Stockton-On-Tees. However, opportunities are built in to include other faith traditions. Indeed, there is a requirement that pupils encounter the other principal faiths in each key stage.

It is important to acknowledge that many pupils at Harewood Primary have a non-faith background and that non-religious beliefs and values are equally valid. Religious Education makes a positive contribution to the broad and balanced education within the context of "Every Child Matters".

### The Legal Framework for Religious Education

- RE is to be taught to all pupils in fulltime education
- RE forms a valuable part of the educational experience of nursery education through 'Knowledge and Understanding of the world' and 'Personal and Social development'
- It must reflect that religious traditions are in the main Christian while taking account of other religions
- All religious traditions named are not to be taught in equal depth but must ensure that Christianity predominates as a whole
- The LEA, governors and head teacher have a duty to ensure that the law relating to RE is observed

### What is the intent of Religious Education at Harewood Primary School?

When teaching the RE we respect every child's beliefs as an individual. Through the RE curriculum we aim to teach children to value the contribution others make as members of the British community, we value tolerance, respect and the need to support and care for each other.

### Harewood Primary School aims:

- To teach and share knowledge and understanding of Christianity and other major religious traditions represented in Great Britain
- To understand the distinctive nature of religious traditions
- To understand the ways in which religious commitments can affect every aspect of life for a believer
- To provide opportunities to develop an appreciation of the wider range of cultural influences that have shaped their own and other's heritage
- To develop an understanding and appreciation of beliefs, values and traditions in society, community and culture through respectful exploration
- To be familiar with the correct use of technical terms to describe matters of belief and practice of faith
- To encourage tolerance and respect of beliefs, values and traditions in the local community and the wider British society

### A child's own spiritual moral social and cultural development should be enhanced by:

- Develop and awareness of the fundamental questions about life and human experience looking at how religions respond to such questions
- Recognising, respecting and celebrating diversity and value the contributions made to our society by a diverse range of people, cultures and heritages
- Recognising, respecting and celebrating religious and cultural diversity in national and global communities
- Being aware that they have a right to hold and express a certain religious belief or cultural value
- To give the children at Harewood Primary School opportunities to reflect on their life experiences. To explore their own and other's insights and perspectives
- To understand and challenge what is right and wrong by reasoning and critical thinking
- To encourage and develop **British values** and prepare individuals for life in modern Britain

## How is Religious Education organised and Implemented at Harewood Primary School?

- The long-term plans and schemes of work (medium term plans) are designed to support the delivery of the Statutory Agreed Syllabus for Religious Education in Stockton. Hence also meeting the legal framework requirements for the teaching of RE. Whilst the schemes of work provided by SACRE are non- statutory. They do meet the requirements of the syllabus that SACRE expects schools to follow.
- Each unit of work has been linked to the Agreed Syllabus' long-term plans, concepts themes and key skills. The RE schemes of work provide challenging and fresh activities. They include opportunities for assessment, which can be used to inform teacher, pupils, parents and others of pupil's progress in line with the 'aims' and 'enhancement of a child's own spiritual, moral, cultural and social development'.
- The religious traditions are taught in blocks, though there are many opportunities to encourage dialogue, reasoning, debates and discussions when comparing different religious/cultural beliefs and traditions. Towards the end of key stage 2 the approach in delivering the RE curriculum becomes thematic in preparation for the complete thematic approach in key stage 3.

### Planning

Each set of Learning Challenges begin with a learning enquiry question There should be an attempt to link either creative or expressive arts into each learning challenge so that there is breadth and balance in the coverage as a whole. The ethos that underpins the Learning Challenge approach requires teachers to check on what children already know and then invite them to think of their own questions. Lesson Plans and resources are located in each year group planning folders on the shared system.

### Harewood Primary School Religious Education long term plan

	Term 1		Term 2	Term 3		Weeks
Early Years	<b>Hinduism:</b> Diwali celebrations <b>Christianity</b> <i>Learning about others though stories, learning visits, speakers and video clips, learning about Christian symbols</i>	<b>Christianity</b> <i>Learning about others though stories, learning visits, speakers and video clips, learning about Christian symbols, learning about Christmas</i>	<b>Christianity:</b> <i>Easter, Changes, new beginnings</i>	<b>Islam:</b> Learning about prayer, fasting at Ramadan, Eid Celebrations, Eid ul Fitr Samira's Eid A Muslim home		5
Year 1	<b>Christianity and Judaism:</b> Harvest	<b>Christianity:</b> Why do Christians give gifts at Christmas?	<b>Christianity</b> What do Christians remember at Easter?	<b>Christianity, Sikhism and Islam, Belonging:</b> (2weeks) How is someone welcomed into Christianity? A man called Mohammed! Belonging to the Sikh family!		5
Year 2	<b>Sikhism:</b> The Guru Granth Sahib: A living Guru Nanak: an extraordinary life	<b>Christianity:</b> Why do Christians celebrate at Christmas?	<b>Christianity:</b> Why do Christians remember the Last Supper? What did Jesus leave behind?	<b>Judaism:</b> The Torah: Gods law for the Jews	<b>Islam:</b> Why is the Quran a sacred book?	5
Year 3	<b>Christianity:</b> Why did monks copy the gospel by hand?	<b>Christianity:</b> Why is Christmas a winter festival?	<b>Christianity:</b> Why is Easter a spring festival?	<b>Judaism:</b> Believing and Belonging	<b>Islam –</b> What is a mosque for? What is Eid?	5
Year 4	<b>Hinduism and Sikhism:</b> Diwali the festival of light	<b>Christianity:</b> What is the big story of Christmas?	<b>Christianity:</b> What actually happened at Easter?	<b>Buddhism:</b> Do all the Buddhists believe and celebrate the same thing?	<b>Islam:</b> Muslims in Britain and around the world	5
Year 5	<b>Sikhism:</b> the Gurdwara	<b>Christianity:</b> Is Christmas too commercial?	<b>Christianity:</b> Who is responsible for Jesus's death?	<b>Thematic:</b> What is worship? What is it for?	<b>Islam:</b> What are religious rules for?	5
Year 6	<b>Thematic:</b> From life to death, what role does religion play?	<b>Christianity:</b> Why are the Gospel accounts different?	<b>Christianity:</b> Why is Jesus's death seen as a victory?	<b>Thematic:</b> Is faith always the same?	<b>Thematic:</b> What does art tell us?	5

**Teaching and Learning Styles:** Teachers plan and deliver a diverse range of activities to develop RE skills and knowledge. RE is delivered via a creative curriculum approach. The creative activities reflect the different learning styles of children and encourage enthusiasm and interest in the world around them. Visits to religious buildings are encouraged to give children primary experiences to build their learning upon. Visitors are invited into school as VIPs to share their knowledge and how their religious beliefs inform their role within society. Festivals that are celebrated by the children at Harewood are actively celebrated be it Christmas, Eid or Diwali. It is anticipated that by delivering the RE curriculum creatively and making it fun children will Know more, remember more and be able to do more with the knowledge they have acquired.

**Cross-curricular links:** Shared concepts from within different subjects are linked together to give them meaning in a wider context. Religious celebrations are highlighted and celebrated throughout the year to give children a broader understanding of traditions and customs. As well as making its own distinctive contribution to the school curriculum, RE contributes to the wider aims of primary education. Children's understanding of religious concepts can be enhanced through cross-curricular links such as art, drama, roleplay, philosophy, PSHE, English and British Values.

**ICT:** Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning. Use of cameras, iPads and laptops is encouraged to help enhance learning.

**Cross Phase Links:** As children progress through school their religious knowledge and beliefs will grow alongside their social and emotional development. Cross phase links are explicit within plans. This ensures the teacher is able to build upon and visit previous learning as well as setting high expectations for the journey ahead.

**Specialist Teaching:** Where there is a teacher with a religious specialism within a year group, they will lead the planning and support colleagues with advice and in some cases, teach the subject across the year group.

**Classroom Assistants:** Classroom Assistants are used primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class teacher and are part of the planning for the lessons. Auxiliaries develop knowledge and understanding of how the SEN children in their group learn and this experience is valued greatly.

**Presentation and Recording of work:** In RE children's work can take various forms. It can be recorded as written reflections or discussions. Children can demonstrate their understanding creatively via, art work, music, drama, food technology and/or making religious artefacts; design and technology.

**Resources:** A selection of religious artefacts are available e.g. prayer beads, prayer mats, posters, dressing up clothes, non-fiction books, special books, photographs and a range of interactive resources online.

**Impact of learning via assessment:** At the beginning of each topic an assessment sheet which contains the enquiry questions, key vocabulary and assessment framework for working below, inline and at greater depth will be stuck into workbooks before the first piece of work. The objectives will be highlighted as taught and the end of unit assessment will be recorded. Impact of learning will be measured via pupil voice, this will be included on the assessment sheet. Formative assessment is ongoing. Marking of written work is part of the assessment process and identifies attainment and progress that is shared with the children. Children must be given opportunities to reflect on their learning. Assessment activities are varied and can be a piece of writing, a quiz, a piece of practical work or a presentation. Teachers may use evidence from discussions or written work to assess attainment.

**SEN:** All children take part in mainstream lessons for Religious Education. Children are able to meet the learning outcomes via differentiated planning/activities that match their ability and approaches that cater for their needs. Activities and resources may be modified and adapted. The SENCO is available to support staff with advice concerning any aspect of special needs.

**The range of special needs in religious education includes:**

- Pupils who have special needs across the curriculum and also have Special needs in RE
- Pupils who experience difficulties in other areas of the curriculum but responds appropriately to the religious or spiritual dimension
- Pupils who are more able and talented across the curriculum but do not demonstrate a capacity to respond to the religious dimension

**Gifted and Talented:**

- Pupils who are more able and talented across the curriculum, including RE
- Pupils who live in an environment with strong religious beliefs hence are able to clearly share their religious beliefs and customs with others

- Pupils who themselves have a personal faith commitment

**Equal opportunities:** The religious education is accessible to all children irrespective of age, ability, gender and cultural backgrounds. Children are encouraged to respect and value the diversity of other cultures and lifestyles.

**Health and Safety:** All school visits are carefully planned with safety in mind. Considerations is given to the children's age and ability. Risk assessments are completed. Trips are well supervised. Staff should refer to the Educational visits guidelines and policies. Visitors within school are clearly identified and vetted.

**Role of subject leader:** To update the RE policy regularly. Support staff in the delivery of the RE curriculum. Supporting staff through any difficulties in delivering the RE curriculum e.g. ordering resources, gaining and sharing subject knowledge.

**Parental involvement:** As co-educators of children parents have an important role to play. They should be kept informed about the areas of study within Religious Education so that they can make informed decision about participation in RE studies. Parents have a right to withdraw their child from receiving Religious Education. Parents are provided with a termly plan of subjects covered to allow for this. Termly Homework Plans may include a RE based creative task which usually is an extension of the learning taking place in school. The teacher provides parents with clear information to enable them to understand the objective.

**Role of governing body:** The curriculum working party has the role of approving all curriculum policies.

Reviewed: September 2019

Next review date: September 2020