

RELIGIOUS EDUCATION



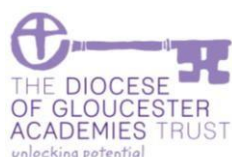
POLICY

... .. the Bible is at the centre of our teaching.....

Our core values

**ENGAGEMENT ENJOYMENT ENTHUSIASM =
EXCELLENCE**

This policy has been developed and has taken into account the expectations of Diocese of Gloucester and works alongside the Academy's Collective Worship Policy, Confidentiality Policy, PSHCE Policy, SMSCD Policy and Learning and Teaching Policy.



Curriculum Leader	Policy Dated	Ratified by Governors	Renewal date
Judy Cheshire	Spring 2020		Spring 2022

Mission Statement

....Hardwicke Parochial Primary Academy exists to nurture the essence of St John Ch.3 v 16 and St Matthew Ch.19 v 19 "Love thy neighbour as yourself".

Introduction

This document is a statement of the aims, principles and strategies for the teaching, learning, organisation and management of religious education taught at Hardwicke Parochial Primary Academy. This policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of all the teaching staff.

The spiritual and moral development of our children underpins all aspects of our academy life.

The Importance of Religious Education

To a church academy, religious education and collective worship are seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a church academy through good, well-organised collective worship, through the example of Christian teachers, and through the quality of RE teaching.

Religious education should engage pupils with the beliefs, teaching ways of life, sources, practices and forms of expression, of world religions and beliefs in such a way that they are stimulated to reflect upon and formulate their own beliefs, values and attitudes.

Withdrawals

Religious groups whose practices are not attuned with the content of the religious lessons taught have the right by law to withdraw their children from the religious education curriculum (see academy prospectus). As RE is central to the life and identity of Hardwicke Parochial Primary Academy we would ask parents to discuss with the headteacher any reasons they might have for doing this. In this event, the academy will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety and will request alternative work based upon the families own beliefs and culture to be provided by parents.

In order to preserve the distinctiveness of this church academy community, we encourage everyone to be involved in the religious education (and collective worship). Parents who have concerns about this should discuss/write to the chair of governors and the headteacher.

Aims

The purpose of teaching Religious Education in this academy is

- To show children that Christianity is about the living God- Father, Son and Holy Spirit- and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To 'enable pupils to understand that the nature of religious beliefs and practices and the importance and influences of these in the lives of believers, that their own spiritual, moral, social and cultural development will be promoted' (Gloucestershire Agreed Syllabus)

Principles

We aim through our teaching

- to provide a course of religious education within the framework of the Gloucestershire Standing Advisory Council's Religious Education Agreed Syllabus appropriate to the educational needs of the children in our academy, at their different stages of development.
- to contribute to the spiritual, social and moral development of the academy as a caring community and the pupils as individuals.
- to assist and encourage experience of Christian life and worship.
- to study some of major world religions and to encourage an understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our academy

- to grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- to formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- to learn something of the religious experiences of others.
- to develop their own beliefs, values and ideals in the light of their experiences ▪ to develop respect for other people, their beliefs and their life-styles.
- to develop an enquiring attitude towards religion and to explore activities of prayer and worship.

Entitlement

The children's entitlement is based upon The Gloucestershire Agreed Syllabus which has been updated in July 2017. Three important aspects are covered in each topic:

Making sense of text

....children will be given opportunities to read from the Bible and relate their understanding to the teacher. They will gain a better understanding of why the Bible contains important messages as to how we should live today.

Impact:

.....how does faith impact on people's lives? Can it make a difference? Has the topic made a difference to the way the children think of the world and people around them?

Making connections:

...can children see connections between Christianity and other religions? How do they make people feel special and significant to the way the world is as a whole? Do the messages in the Bible relate to current issues in the world?

Breadth of Study

The knowledge and understanding identified in the three statements are developed through the breadth of study for each key stage. The breadth of study has three elements:

- **Believing** - What do people believe?

- **Expressing** - How do people express their beliefs?
- ▪ **Living** - How do beliefs influence actions?
- Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship and drama workshops and visiting theatre companies also support the work of Religious Education in academy.
- In the main, religious Education will be taught as a discrete subject although the approach may vary. For example, in FS2/KS1 it may be more appropriate to integrate some areas of the religious study programme into a general topic with a thematic approach.

Foundation Stage

- In reception classes, RE is an integral part of the topic work covered during the year.
- As the reception class is part of the Early Year Foundation Stage Curriculum we relate the religious education aspects of the children's work to the 'developmental matters' in order to achieve the early learning goals which underpin the curriculum planning.

Implementation

- Religious Education will be taught throughout the academy mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to local churches such as St Nicholas Church (Hardwicke) and Gloucester Cathedral. Children in the infants also visit a synagogue and mosque to enhance their understanding of Judaism and Islam.
- A variety of teaching approaches are encouraged.
- Teacher presentations, role play and storytelling.

- Questions and answer sessions, discussions and debates. ▪ Individual and group research.
- Photographs, pictures and maps
- I.C.T, television, film, DVD, CD, radio and PCs to research and communicate ideas.
- Progression will be guided by the Gloucestershire Agreed Syllabus and the whole academy scheme of work.
- Religious education may be integrated with other subjects as appropriate for example ICT, History and PSCH.
- Religious education resources will be reviewed and updated regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- Inset will be included with the Academy Improvement Plan. External inset will reflect budgetary constraints.

Special Educational Needs

- Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our academy. To optimise inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities. Individual My Plans may support children who are identified as having special educational needs. These will specify differentiated learning and assessment.
- **See separate SEN academy policy**

Equal Opportunities

- We live in a multi-cultural, multi-racial society and encourage the respect and understanding of other religions and faiths within the community in which we live. We intend to follow Jesus' example to love and serve one another, regardless of race and culture. Religious education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation. We aim to help the children in our academy to respect themselves and to be sensitive to the needs of others. The academy will respect faith traditions of all children attending the academy.

Community Cohesion and Religious Education

'Every academy - whatever its intake and wherever it is located - is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.' (DCSF Guidance on the duty to promote community cohesion July 2007 DCSF-00598-2007)

At Hardwicke Parochial Primary Academy we believe that religious education provides a key context for children and young people to develop their understanding and appreciation of diversity through the study of religious and non-religious beliefs. It helps to promote shared values, respect for all, and to challenge racism and discrimination.

Through religious education we will promote community cohesion at each of the four levels outlined in DCSF guidance:

- **the academy community** - we will provide a positive context within which the diversity of cultures, beliefs and values within the academy community can be celebrated and explored;
- **the community within which the academy is located** - RE will provide opportunities to investigate the patterns of diversity of religions and non-religious beliefs within the local area of Hardwicke and Quedgeley. We recognise that this is an important context within which links can be forged with different religious and non-religious communities in the local community;
- **the UK community** - through our RE at Hardwicke we will begin to learn about the diversity of religions and non-religious beliefs which exists within the UK and how this diversity influences national life.
- **the global community** - at Hardwicke our RE involves the study of matters of global significance recognising the diversity of religions and non-religious beliefs and its impact on world issues.

• The Legal Position

- Hardwicke Parochial Primary Academy, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the academy. Religious education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus (in our case The Gloucestershire Agreed Syllabus).
- **We must stress that religious education has the same status and importance as all other core subjects and the same high standards are applied to religious education as to all other core subjects.**
- We teach religious education according to the aims of The Gloucestershire Agreed Syllabus and it is clearly stated that religious education should not attempt to alter a child's own beliefs but to provide knowledge of their own and other's beliefs.
- The governing body is responsible for the subject in the academy. This is delegated to the headteacher and the religious education leader on a daily basis. Following the Gloucestershire SACRE guidelines for religious education, the majority of work in religious education will be based on the Christian faith with the introduction of one other major world religion Judaism at Key Stage 1 and then the study of Judaism, Hinduism, Islam at Key Stage 2 (see scheme of work-Understanding Christianity overview).
- The legal requirement of the Education Act 1996 is that 'the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principle religions represented in Great Britain' 1996 Ch 56 Section 375 (3).
- Religious education will be allocated not less than 5% of the timetable. In Foundation Stage 2 and Key Stage 1 this amounts to 60 minutes per week totalling 36 hours over the year. In Key Stage 2 children should be taught Religious education for 75 minutes per week totalling 45 hours over the year.
- At Hardwicke Parochial Primary Academy, staff ensure coverage by following the programme of study for FS2, KS1 and KS2 where all study units are covered in our scheme of work. The scheme of work overview for FS2, KS1 and KS2 shows at a glance which units are taught where and when. The units relating to Christmas, Easter and Harvest are taught annually (on a seasonal basis) where the programme of study clearly shows planning to avoid overlaps and ensures progression in learning across all age ranges.

Health, Safety and Wellbeing

- Teachers have a copy of the Academy Health and Safety Policy together with the Field Visits Policy. Located in the staffroom is the Educational Visits Folder for reference to risk assessment and guidance notes.
- Please refer to our risk assessment - use of Candles document which will offer guidelines on the storage and use of candles and matches.
- In line with our esafety policy any internet resources used must be clearly checked by the staff member prior to their use in the lesson.
- The academy and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

Resources

- An adequate budget allows for the appropriate purchase of quality resources to ensure a full delivery of planned work (see Annual Academy Finance Plan). Religious education resources, artefact boxes and other topic materials are currently stored in the central resource room with additional resources kept by each year group. Resources are audited and updated by the RE leader to ensure that there are no gaps across the key stages. Each class teacher has a copy of the whole academy programme of study and a folder housing their own relevant study units, assessment formats/guidance and level descriptors etc.

Planning, Assessment, Reporting and Record Keeping

- Under the Gloucestershire Agreed Syllabus for Religious Education the statutory position is that all pupils will be assessed based on the level expectations and 'I can statements'. Informal assessment takes place through observation, listening and questioning. All key stages will include six pupil self assessment (thinking about my work) opportunities a year and six formal opportunities referring to the level descriptors/I can statements except for Foundation Stage 2 who will assess against the point scales found in the Early Years Foundation Stage Profile.
- Children's work is evaluated and assessments for each child are carried out throughout the taught unit as well as at the end of each unit. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the RE leader and the headteacher.

- In order to show progress towards the end of Key Stage levels the staff appreciate that assessment of progress in religious education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.
- Records are kept by the class teacher and the religious education leader. Teachers identify three children in their class working at HA; MA; LA and forward these to the RE Lead at the end of the academic year to be kept for moderation and assessment purposes.
- Working walls are maintained by teachers; these should include the title for each unit and the three assessment levels. Examples of work to reflect these levels are displayed on the wall.
- Summative reports to parents will be made at the end of the year.

▪ **Management of Religious Education**

Role of the Religious Education Leader is to

- ensure that teachers are familiar with the policy and help them to plan lessons.
- lead by example in the way RE is taught in own classroom and facilitate the sharing of good practice.
- coordinate assessment procedures and record keeping so as to facilitate progression and cohesion.
- purchase organise and review RE based resources, ensuring they are readily available and maintained.
- be aware of national and local developments through reading appropriate materials and attending courses. Endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate.
- prepare, organise and lead inset/twilight sessions, with the support of the headteacher.
- compile portfolios of children's work with samples from all year groups to demonstrate continuity and progression.
- collect photographic evidence for RE around the academy.
- liaise with other academies in the development group to encourage continuity of approach.
- observe a sample of colleagues from each key stage (annually) with a view to identifying staff development needs and encourage continuing professional development.
- contribute to the academy development plan.
- monitor feedback from colleagues with regards to units of work.

- collate evidence for SIAMS inspection and assist inspector during visit. Appraise/report on the effectiveness of the leadership and management of religious education at Hardwicke Parochial Primary Academy as a church academy.

Role of the Headteacher

- Lead, manage and monitor the implementation of this policy, including monitoring teaching plans, teaching assessment and the quality of teaching in classrooms. ■
With the RE governor, keep the governing body informed about the progress and profile of Religious Education within the academy.

This policy will be reviewed in line with our Academy Development Plan 2019
Date for renewal - Spring 2022