

Hanbury First Church of England First School Religious Education Policy

Aims:

The principal aim of RE is to engage pupils in a systematic enquiry into significant human questions which religion and worldwide views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own (Worcestershire Agreed Syllabus for Religious Education 2015-2020).

At Hanbury C. of E. First School we teach the children about the importance of our core Christian values of *Friendship, Respect, Kindness, Trust, Forgiveness and Endurance* and in doing so we aim to:

- To develop a sense of awe, wonder and mystery
- To enable pupils to develop knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain
- To develop understanding of the ways in which beliefs influence individuals, societies, communities and cultures
- To provide opportunities for personal reflection and spiritual development
- To develop in pupils a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth
- To encourage pupils to develop a positive attitude towards other people who hold religious beliefs different from their own
- To explore how religious values and teachings have an impact on actions and decisions for people of faith
- To develop pupils' willingness to challenge religious, racial and cultural stereotyping
- To demonstrate an understanding of the Spiritual, Moral, Social and Cultural experiences offered

Religious Background

Hanbury C. of E. First School is controlled and maintained by the Local Authority. It retains, and is constantly building upon, its close links with the local Church and wider community.

We have developed 6 strong Core Christian Values which are embedded across the curriculum. These are *Friendship, Trust, Respect, Forgiveness, Kindness and Endurance*. The children learn about their meaning and how these relate to the life and teachings of Jesus Christ.

Equal Opportunities:

At Hanbury C. of E. First School we believe that R.E. makes a valuable contribution to the education of all children and, as a result, believe that all children should have equal access to R.E. so that they may have the opportunity to progress and demonstrate achievement irrespective of religion, ability, race, gender, culture or achievement.

Where children are identified as having special educational needs or being more able, teachers endeavor to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the Worcestershire Agreed Syllabus for Religious Education.

Right of Withdrawal:

Parents have a legal right to withdraw their children from religious education lessons, on the grounds that they wish to provide their own religious education. But as RE is central to the life and identity of the school, we would ask parents to discuss with the Headteacher any reasons they might have for doing this. Alternative arrangements will be made to ensure the welfare and education of any child withdrawn from Religious Education when the subject is being taught, if necessary.

Entitlement:

RE is taught as a subject in its own right for the time allocation detailed below, but is also taught in a cross curricular way through other subjects. Through Religious Education we endeavour to develop positive attitudes towards themselves as children, other people and the natural world. All children are taught according to the programmes of study as set out in the Worcestershire Agreed Syllabus for Religious Education. There are three concepts within the programme of study:

- Believing (Religious beliefs, teachings, questions about meaning, purpose and truth)
- Expressing (Religious and Spiritual forms of expression, questions about identity and diversity)
- Living (Religious practices and ways of living, questions about values and commitments)

All three concepts are inter-related in any unit of work and ensure that children learn from religions rather than simply learning about them.

Pupils gain a wide variety of learning experiences including:

- Understanding religious concepts such as spirituality, mystery, values and commitment
- Developing general study skills such as observation, investigation, analysis and evaluation
- Developing sound attitudes such as sensitivity, empathy, reflection and response.

In Religious Education all pupils are taught in ways that stress the links between content in Religious Education and the challenges of their everyday lives. It is inclusive so that all can benefit educationally, irrespective of their own faith background.

The balance between the study of Christianity and other principal faiths will follow the pattern laid out in the Worcestershire Agreed Syllabus for Religious Education (2015). In Key Stage One and Two, a minimum of one hour a week will be dedicated to Religious Education teaching which may also be complimented by a series of RE days or weeks. In the EYFS 36 hours of RE will be taught over the year and may amount to 50 minutes per week or short sessions implemented through continuous provision. In Key Stage One, the main focus will be on Christians, with time also given to learning about Muslims and Jewish people. In Key Stage Two the majority of teaching time is also dedicated to Christians which is then followed by learning about Muslims and Hindu people. Other religions may be covered through a series of RE days or special weeks. In the EYFS, children will learn about important festivals and occasions across a broad range of religions, including Christians, Muslims, Jewish and Hindu people.

Planning:

Religious Education is taught as a separate subject in its own right but may be linked to other areas of the curriculum, such as history, literacy and PSHCE or as part of a topic. As with all subjects, SMSC (Social, Moral, Spiritual and Cultural) education plays a significant role in RE.

- Long Term Planning follows the Worcestershire Agreed Syllabus for Religious Education.
- Medium Term Planning is provided by a more detailed curriculum overview that takes into account the mixed ability within classes.
- Short term planning is the responsibility of the individual class teachers and takes into account the individual needs, learning styles and progression of the children within each class.

Assessment and Recording

The recording of children's progress is evidenced through a variety of sources including; photographs, drama, role play, written work and music. The assessment is ongoing and builds a picture of the child's progress and the attainment at the end of the unit of work. Children are judged to be **Emerging**, **Expected** or **Exceeding** in accordance with the R.E. Curriculum.

Visits to Places of Worship

Children visit the local Church; St Mary the Virgin Hanbury, for the main Christian festivals. Pupils also visit the church as part of their Religious Studies and included in this is the whole school visit where children have the opportunity to walk around the church and grounds and meet those associated with St Mary's.

Visits also take place to other places of worship including a Synagogue, Muslim Temple, the Sikh Gurdwara and the Buddhist Vihara.

Review of the Policy:

Chair of Governors: _____

Date: _____