



CONWAY PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

Approved by: Jacky Greenlees

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**Next review due
by:** June 2023

Religious Education Policy

Aims

At Conway Primary we believe RE has an important role in preparing our children for adult life, employment and lifelong learning. It enables our children to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables children to combat prejudice whilst promoting tolerance and understanding in the community.

The Education Act 1944, the Education Act 1988 and the Education Act 2011 require that:

1. As part of the curriculum, religious education should provide the 'spiritual, moral, cultural, mental and physical development of the pupil.'
2. An agreed syllabus should 'reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account for teachings and practices of other principal religions represented in Great Britain' (Education Act 1988, section (3)).

Conway Primary School follows the Greenwich Agreed syllabus for Religious Education (2019/2024). In the foundation stage the guidance explores five areas of development where careful resourcing and consideration enables each aspect to be an integral part of early years' experience. At KS1, children are required to study Christianity and three other major world religions i.e. Hinduism, Sikhism and Islam. At KS2 the children are required to study Christianity, and five other faiths of Buddhism, Sikhism, Hinduism, Islam and Judaism.

Values

At Conway Primary School, we approach our aims through practice which is appropriate to the age, ability and experience of our children. We want children to value themselves and others, show care and respect for others.

The teaching of RE plays a vital part in developing citizenship through our young children learning about faith and religion and their contribution to fostering positive relationships and building community cohesion. Our curriculum 'provokes challenging questions about the ultimate meaning and purpose of life.' It develops knowledge and understanding of Christianity, other principal religions and encourages pupils to develop their sense of identity and belonging. It enables our children to flourish individually within their community as citizens of a diverse society and global community.

Our five core values: friendship, respect, responsibility, perseverance and kindness, underpin the teaching and learning in our RE lessons.

Religious education should help our children to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain, particularly taking into account the composition of our school and the local community.
- Develop a positive attitude towards other people, respecting their right to hold different beliefs to their own, and towards living in a society of diverse religions whilst understanding British values held by society.
- Develop an understanding of the influences of beliefs, values and tradition on individuals, communities, societies and culture.
- Develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teachings of the principal religions in Great Britain.
- Enhance their own spiritual, moral, social and cultural development through:
 - Developing an awareness of the fundamental questions of life raised by human experiences and how religious teachings relate to them.
 - Responding to such questions in the light of their own experience and with reference to the teachings and practices of religions.
 - Reflecting on their own beliefs, values and experiences in the light of their study.

Equal Opportunities

Our Religious Education Policy links into our Equal Opportunities Policy and our work in school by seeking to foster respect for the rights of our people to hold and practice different beliefs in our school and in the wider community (see Equal Opportunities Policy)

Purpose

At Conway, we believe that through RE, we will provide children with the experiences to;

- To foster children's feelings of awe, wonder, delight, joy and mystery; to extend their natural curiosity; and to develop their understanding that life is a series of significant changes.
- To encourage in children recognition of their own value and importance as individuals and to promote their social development so that they can give as well as receive.
- To develop children's use of those skills, this may help them to respond imaginatively to religious ideas.

- To consider some basic religious concepts and ways in which they have been expressed in sacred books, language and writings, symbols and the arts, daily and living rituals.
- To introduce children to the lives of key figures in various religions and to people who have responded to their teaching and example.
- To familiarise children with stories which are an authentic part of religious traditions.
- To provide opportunities for children to share in memorable and festive experiences from various cultures and traditions, thus stimulating questions about the meaning of such occasions.
- To help children to understand and respect the religious beliefs, attitudes and activities of other people and to develop and express their own beliefs and values.
- To help children to consider their own personal responses to moral issues and to encourage open, reflective, questioning attitude towards their own experiences and toward the external world.

We do this by promoting interest, enthusiasm for and responsibility towards all aspects of the child's environment and by encouraging the children to search, to discover and to share with each other.

As an integral part of our school life, by celebrating festivals, the children share in various traditions and cultures. We encourage the involvement of parents and other people from the community to actively participate in the celebrations of festivals.

A number of festivals, from different faiths, will be highlighted during the school year for children to participate in and celebrate together. These festivals represent the significant traditions of our community.

Teaching Time

Religious Education is a curriculum subject having equal status within the foundation subjects of the National Curriculum and as such should be afforded 'reasonable time' in the timetable.

Foundation Stage

Advice and guidance have been developed in line with the EYFS to support staff teaching early years' pupils. This explores five areas of development in the early years where careful planning can enable significant opportunities to occur when appropriate.

KS1 and KS2

The legal requirement is that religious education should be taught 1 hour per week.

Planning

Should be relevant and begin with the child and their personal/real experiences.

Foundation Stage

It is recommended that the five areas for development are:

- Right and wrong, Fairness and Justice
- Festivals
- Living things
- Self and others
- Symbols and rituals

KS1 and KS2 Content

Our schemes of work have been written to incorporate the requirements of the Greenwich Agreed syllabus and our own units of learning.

Teaching Methods

When teaching Religious Education, it is vital that the Attainment target 1 and the Attainment targets 2 are addressed equally.

KS1

Attainment target 1: Learning about religion:

Pupils should be taught to:

- Explore a range of religious stories and sacred writings, and talk about their meanings:
- Name and explore a range of celebrations, worship and rituals in religion, noting both similarities and differences.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives:
- Explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses:
- Identify and interpret religious symbols and begin to use a range of religious words.

Attainment target 2: Learning from religion:

Pupils should be taught to:

- Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness.
- Ask and respond to puzzling questions, communicating their ideas.
- Identify what matters to them and others, including those with religious commitments, and communicate their responses.

- Recognise how religious teaching and ideas about values, particularly those concerned with right and wrong, justice and injustice, make a difference to individuals, families and communities, and communicate their responses.

During this key stage, pupils in Greenwich schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs and compulsory units Christianity

- three other principal religions, one of which is a religious community with a significant local presence
- a secular world view, where pupils introduce this from their own experience as appropriate
- Belonging/Who am I? unit
- Celebrations unit

The curriculum should provide cross curricular opportunities for pupils to:

- visit places of worship and focus on symbols and feelings
- listen and respond to visitors from local faith communities
- use their senses and have times of quiet reflection
- use art and design, music, dance and drama to develop their creative talents and imagination
- share their own beliefs, ideas and values and talk about their feelings and experiences
- begin to use ICT to explore religions and beliefs as practiced in the local and wider community

KS2

Throughout Key Stage 2, pupils learn about Christianity and all five of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression.

During this key stage, pupils in Greenwich schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs and compulsory units

- Christianity
- five other principal religions including religious communities with a significant local presence
- a secular world view, where appropriate
- Where did the World begin unit?

- Worship unit
- Peace unit
- The End of Life's Journey unit
- Understanding Faith in Greenwich unit

Attainment target 1: Learning about religion:

Pupils should be taught to:

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.
- Identify and begin to describe the similarities and differences between religions.
- Investigate the significance of religion in the local, national and global communities.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.
- Describe and begin to understand religious and other responses to ultimate and ethical questions.
- Use specialist vocabulary in communicating their knowledge and understanding.
- Use and interpret information about religions from a range of sources.

Attainment target 2: Learning from religion:

Pupils should be taught to:

- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Discuss their own and others' views of religious truth and belief, expressing their own ideas clearly.
- Reflect on issues of right and wrong and their own and others' responses to them.
- Reflect on sources of inspiration in their own and others' lives.

Cross Curricular links

The curriculum should provide opportunities for pupils to:

- encounter religion through visitors and visits to places of worship, and focus on the impact and reality of religion on the local and global community
- discuss religious and philosophical questions, giving reasons for their own beliefs and those of others
- consider a range of human experiences and feelings
- reflect on their own and others' insights into life and its origin, purpose and meaning
- express and communicate their own and others' insights through art and design, music,

dance, drama and ICT

- develop the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally

Religious Education should be taught in a variety of ways, and in a way that reflects good practice: visual, exciting with plenty of opportunities for discussion and direct relevant experience (e.g. a story, visit, visitors, handling artefacts etc...). It also needs to be taught within an atmosphere of respect and sensitivity, where all children feel safe and valued.

Assessment and record keeping

Assessments should be an integral part of planning and teaching and should reflect pupil's achievement as they engage in high quality activities.

Assessment strategies should include:

- listening to pupils
- questioning children
- involving pupils' assessment in their own learning
- marking which is supportive and sensitive.

Resources

There is a good selection of artefacts, books, videos, prints and posters. There is also a limited range of CD roms. A good selection of books is also available to support staff in their teaching. Espresso Faiths from the LGFL website provides a good resource of short video clips, stories and activities. Resources will be centralised and catalogued for all staff to use.

Rights of Withdrawal.

The Education Act 1944, the Education Act 1988 and the Education Act 2011 allows parents the right to withdraw their child from Religious Education if they so wish. Circular 1/94 elaborates on this.

Responsibility for Religious Education

The Head Teacher carries the legal requirement to ensure that provision for Religious Education is secured. The Governors, with the LEA, must also exercise their function with a view to securing this provision.

