

The Willow Primary School



RELIGIOUS EDUCATION POLICY

January 2014

Review date: January 2017

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Policy Statement

At The Willow Primary School, we are committed to promoting the highest possible levels of achievement for all members of the school community, valuing all learners equally and developing within them an enthusiasm for learning and a desire for personal excellence.

We believe that religious education contributes to the development of pupils as individuals and as members of society. Children are encouraged to adopt a positive attitude to the beliefs and religious practices of Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism

The school follows the Haringey Agreed Syllabus for Religious Education, Awareness Mystery Value, (AMV).

Aims and Objectives

Religious Education in schools celebrates the diversity of religious and human experience. It encourages pupils to grow with the knowledge, skills, sensitivity and understanding to develop as confident and productive members of their local multifaith community and the world.

Religious Education should help pupils to:

- Develop a sense of their personal worth, individuality and identity;
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and develop a positive attitude towards living in a society of many religions and beliefs;
- Acquire and develop knowledge and understanding of Christianity and the other principal religions and non-religious world views represented in Great Britain;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to their own beliefs and the teachings of the principal religions and beliefs represented in Great Britain;
- Enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings and philosophies can relate to them’;
 - Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience’;
 - Developing the ability to reflect on their own beliefs, values and experiences in the light of their study.

Inclusion

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special education needs, pupils with disabilities, pupils from all social and cultural background, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. We are aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn. Teachers will plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. This may mean modifying the non-statutory units by devising different activities or using extra resources or by choosing knowledge, skills and

understanding from earlier or later key stages so that individual pupils can progress and show what they can achieve. All of the non-statutory units in the Agreed Syllabus contain suggestions for activities to challenge the most able or gifted pupils.

Implementation

It is expected that each class will have half termly RE afternoons. This is not required to be a discrete lesson and may be taught in a cross curricular way to ensure meaningful links in the curriculum for pupils. Clear RE objectives and outcomes must be identified within half termly planning from Year 1 to Year 6.

Medium term plans outline when specific units are to be taught these are then broken down further and detailed on short term planning grids.

Withdrawal

In line with the 1988 Education Reform Act, parents have a legal right to withdraw their child from both RE and collective worship. Should a parent wish to do this they must put the request in writing to the Head Teacher.

Resources

The school is committed to developing a collection of artefacts and other resources related to the different religious studies e.g. books, videos, poster etc. As described in the Teaching and Learning Policy, human resources will be utilised wherever possible and children will be taken to visit local churches, synagogues and other relevant religious centres.

Monitoring, Evaluation and Review

Class teachers and support staff are responsible for monitoring children's learning of religious education and for ensuring that the learning experiences provided meet children's needs.

The policy and practice will be monitored and evaluated by the RE subject leader and the head teacher.

The subject leader is responsible for :

- keeping staff up to date on the curriculum area
- offering advice, managing resources
- working within a budget
- organising INSET sessions/days
- monitoring individual weekly plans
- ensuring any training needs of individual teachers e.g NQT's and new teachers are supported.
- Monitoring lessons
- Monitoring unit comes
- Demonstration lessons
- Keeping a portfolio of best practice and outcomes for evidence.

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Related policies: Equalities Policy; Teaching & Learning Policy; assessment policy; collective worship policy