

Moreland Primary School



RE POLICY

Moreland Primary School R.E Policy

Introduction

Moreland is made up of staff and pupils who are linked with many parts of the world and faith groups, or who have no recognised faith group. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including those who have recently come to our area and those for whom English is a second language. We believe that Religious Education (R.E.) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes. We aim to develop children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We aim to enable children to develop a sound knowledge of Christianity and all other world religions, especially those that are the main faiths of children within our school. Children will reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school. Parents who choose to withdraw their children from Religious Education lessons are required to meet and discuss this with the Head teacher.

The Scheme of Work

EYFS

In the Early Years children begin to learn and talk about their own religions and cultures and those of their peers as laid out in the People and Communities strand of the Early Years Foundation Stage Curriculum. Making links to children's own experiences and the cultural capital they bring from their homes and communities is key to learning about religious education in the Early Years. Celebrating festivals and exploring through role play and stories offers children an engaging way to explore new learning. Age appropriate online resources such as C Beebies Let's Celebrate videos are used to support learning.

KS1 and KS2

The new scheme of work for Religious Education covers all the requirements of the Islington Agreed Syllabus. RE is taught in termly units as specified by the new curriculum across the school in a combination of religion-based and thematic topics. There are a set of core and optional units that are required to deliver the programmes.

Teaching and Learning

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning about Religions
2. Learning from Religions

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Grouping the children by mixed ability in the room, and setting different tasks for each group;
- Providing resources of different complexity, adapted to the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

RE can be taught through:

- Role play and drama;
- Story telling;
- Discussion and debate;
- Topic work;
- Reflection;
- Use of visitors and providing opportunities for pupils to visit places of worship.
- Use of the local community;
- Tapes, films and videos
- Art

Equal opportunities

At Moreland Primary School we value the opinion, beliefs and practice of all. It is the responsibility of all teachers to ensure that all children irrespective of gender, ability (including gifted children), ethnicity and social circumstances, have access to the curriculum and make the greatest progress possible. Religious Education provides opportunities to raise awareness and to value cultural and ethnic diversity.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. Important festivals are celebrated from different religions within the school and wider community. Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects- P4C and Global Citizenship.

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PCHSE and our Collective Worship policy, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Recording, Marking, Assessment and Reporting

The assessment in Religious Education is ongoing and is carried out informally. The assessment may include: observation of children's work, questioning or pupils written and pictorial work. Children are assessed in Attainment Target 1 (learning about religions) and Attainment Target 2 (learning from religions).

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends regular training and professional development. RE planning is collected for monitoring and a sample of books looked at regularly throughout the year. The scheme of work is evaluated annually.

Resources are bought with the annually allocated RE budget and stored in the RE room –a central place for use by all staff.

Date of review: October 2023

Reviewed by: Celine Umeh

