

***SHERWOOD PRIMARY SCHOOL***

**POLICY  
FOR  
RELIGIOUS  
EDUCATION**

***June 2015***

# **SHERWOOD PRIMARY SCHOOL MISSION STATEMENT**

*We aim to create a happy, caring environment in which children develop self-confidence and show respect for others, while reaching their true potential.*

## **Introduction**

At Sherwood Primary School we follow the recommendations of the 1998 School Standard and Framework Act, which states that all schools must provide religious education for all its pupils, although parents can choose to withdraw their children.

This policy should be read in conjunction with the Scheme of Work for Religious Education, which follows the Lancashire Agreed Syllabus for Religious Education (2011) 'Searching for Meaning'.

## **Philosophy**

Religious Education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices and traditions, which have an influence on individuals, communities and cultures. It enables pupils to respond to a range of important questions related to spiritual development and the meaning and purpose of life.

## **The Aim of Religious Education**

The aim of Religious Education is that:

'To support pupils' personal search for meaning by engaging enquiry into the question 'What is it to be human?' - exploring answers offered by religion and belief.' (Lancashire Agreed Syllabus of Religious Education, 2011)

In this, RE should enable children and young people to:

- be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others.
- approach sensitively and respectfully the beliefs, actions and feelings of believers.
- understand the relationships between the individual and the community in religious life.
- develop appropriate ways of communicating their own thoughts, feelings and responses.
- apply these insights to the development of their own beliefs, values and attitudes.

(Lancashire Agreed Syllabus 2011)

## **The Spiritual Moral, Social and Cultural Development of Children**

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Although schools are not specifically required to promote the social development of pupils, it is very much a feature of the life and work of pupils.

At Sherwood Primary School, Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children.

### **Curriculum and School Organisation**

The content of the Religious Education programme at Sherwood Primary School draws on the Agreed Syllabus and the Lancashire Field of Enquiry model, ensuring 'meaningful and child centred RE' for our pupils with the question 'What does it mean to be human?' at its core. The Discovery RE scheme has also been put in place to support planning and teaching, ensuring an inquiry based approach is taken to learning.

The exploration then requires the following four areas:

- shared human experience - the nature of human being;
- living religious tradition - principal religious traditions encountered in the world;
- beliefs and values - which lie at the heart of these traditions;
- the search for personal meaning – a life long quest for understanding.

The framework for Religious Education in Appendix I outlines the provision for Religious Education throughout the whole school, in line with the Agreed Syllabus, and indicates the progression and continuity which has been built into the teaching of Religious Education. The Scheme of Work for Religious Education outlines in detail how Religious Education is planned and taught in each Key Stage and in each Year Group.

At Sherwood Primary School it has been agreed that, the following religions will be studied:

- Christianity 50%
- Islam (Progressed Study)
- Judaism (Progressed Study)
- Hinduism
- Sikhism

Subject planning and evaluation for work in Religious Education is incorporated into Year Group planning and evaluation, each half-term or term. This is seen in teacher's initial and Long Term Planning. Planning and evaluation of work within any curriculum unit is undertaken on a weekly basis by the class teacher and can be seen in their Short Term Plans. Planning, evaluation and assessment is supported through the use of the Discovery RE units.

## **Teaching and Learning**

Class teachers are responsible for their own class organisation and teaching style in relation to Religious Education, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

Within any one class, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation will be determined by the learning task or activity and the resources being used. We promote teaching in Religious Education that is creative and involves open enquiry and first-hand experiences wherever possible.

The syllabus is implemented in school by means of a multi sensory approach such as:

- looking at and handling religious artefacts
- looking at photographs, posters and books
- visiting faith communities and listening to visiting speakers in school
- listening to and responding to stories and poetry e.g. through drama or art
- using ICT resources

At Sherwood Primary School, Religious Education is taught by individual class teachers and Higher Level Teaching Assistants. However, the right of any member of staff to withdraw from the teaching of Religious Education is recognised and respected.

### **Withdrawal from Religious Education**

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. This is clearly stated in the School Brochure. If a parent chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher in consultation with the Headteacher.

### **Time Allocation**

The time allocated to Religious Education follows the recommendations in the Agreed Syllabus document, that each Unit of Curriculum requires an allocation of not less than 5% curriculum time.

As a result of the way in which the curriculum is organised at each Key Stage and in each Year Group, the amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up into smaller sessions. However, over the whole year, class teachers and the RE Curriculum Team endeavour to ensure that all children have equal access to the required amount of Religious Education curriculum time.

### **Links with other Subjects**

Religious Education has links with other areas of the curriculum including PSHE and Citizenship, Literacy, ICT, History and Art. It is also linked to Collective Worship and plays a large role in the spiritual, moral, social and cultural development of the children within the school.

### **Equal Opportunities**

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links which are and can be made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils.

### **Special Needs Provision**

Children of all abilities are able to access the RE curriculum through the multi sensory approach outlined above. Individual teachers differentiate activities and resources to cater for individual needs.

### **Health and Safety**

Teachers are aware that care needs to be taken when handling artefacts and ensure the safety of all children during all activities.

## **The Role of the RE Subject Leader**

The Subject Leader is responsible for helping staff to plan Religious Education for a particular class or year group and monitoring and evaluating the provision for RE in the School. Monitoring and evaluation may take place by means of a number of methods including:

- Looking at children's work
- The analysis of teachers' planning as seen in Long and Short Term Plans

- Discussion among groups of staff or the whole staff
- Classroom observation
- External inspection and advice

The evaluation and review of the policy for Religious Education and the Schemes of Work for Religious Education takes place on an annual basis. The Subject Leader draws up an annual Action Plan for Religious Education each year. This is in the same cycle as the School Development Plan and so planning is from the summer term to the following spring term. The Action Plan outlines what the Subject Leader plans to do in relation to the RE Policy Scheme of Work, resources, monitoring of Religious Education and includes a detailed budget plan.

The Subject Leader attends County INSET Courses for RE including the local Area Forums, and then feeds back to other staff where appropriate. He/she advises class teachers as to how to contact local faith communities with the aim of organizing visits from /to a particular community.

The RE Subject Leader is responsible for maintaining RE resources, and for monitoring their use. The current lists of resources are examined each year before purchases are made. Staff are asked to submit to the RE Subject Leader requests for any resources which they require to be added to the existing stock.

The purchase of resources is planned each year by the RE Subject Leader based on the RE budget bid from the main school budget. This RE budget will reflect the degree of priority which RE is being given in the School Development Plan. The RE Subject Leader will review the use of resources and their storage annually in consultation with the rest of the staff.

### **Assessment and Record Keeping Procedures**

Children complete an assessment task at the end of each unit. For each year group, two examples per level for each attainment target are kept in the portfolio as evidence of attainment.

At the end of Key Stage 1 and 2 levels of attainment are recorded and reported to SACRE.

Approval date: September 2015

Review date: September 2019

Signed (Headteacher):

Signed (On behalf of the Governing Body):