



## **RELIGIOUS EDUCATION POLICY**

## **Introduction**

The Herts Agreed Syllabus 2017-2022 aims to ensure that all pupils develop knowledge and understanding of sources of wisdom as their impact whilst exploring personal and critical responses. There is a focus on religious and world views – atheist.

As required by law, the school will include RE in its curriculum and will base its teaching upon the Herts. Agreed Syllabus of 2017. This policy outlines the procedure for the teaching of RE at Harvey Road School.

## **Aims**

To deliver the RE curriculum in such a way as to enable all children, according to their ability and level of development, to:

1. Know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
2. Express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
3. Recognise and explore the diversity which exists within and between religious traditions
4. Express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
5. Engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
6. Develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

To achieve these aims, the syllabus and teaching methods will be structured such that is meaningful and accessible to all children.

The RE curriculum shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain (Section 375(3) of the Education Act 1996). There is flexibility depending on the cohort and focus on religious and worldviews, including atheist, agnostic and humanist. To be educationally and legally acceptable, RE must encourage an open and honest enquiry and an awareness of prejudice; we must seek to encourage all participants to reflect upon their own beliefs and values, and respect the rights of others to do likewise. This is particularly important in classes where racial, religious and cultural diversity of children is not very wide, and so any children from “non-standard” backgrounds may feel inhibited from expressing their views and beliefs unless the environment is secure.

## **Objectives**

Religious education requires adequate curriculum time to be effective, and the time allocation for collective worship/assemblies and Christmas plays is counted as entirely separate from that allocated to RE.

All programmes of study from the agreed syllabus will be included at each key stage, using a variety of approaches to suit the age and maturity of the children. These learning experiences will include:

- listening and responding to stories from different faiths.
- visiting buildings of religious significance.
- examining and using artefacts from all the principle religions.
- focus on thinking, talking and asking questions
- the use of drama, roleplay, song and art in the development of religious understanding.
- the use of discussion in various sized groups, including whole class discussion, small groups, pairs and individual discussion with the teacher.
- visits from faith members from different religious traditions.
- the use of the personal experiences of pupils, teachers and their families where appropriate.

EYFS: children will encounter Christianity and religions and beliefs represented in the class, school and community.

Key Stage 1 must ensure that pupils know about and become familiar with Christianity and other principal religions which are represented within Hertfordshire.

Key Stage 2 must ensure that pupils develop and reflect upon their knowledge and understanding of Christianity and other principal religions which are represented within Hertfordshire.

Eight key areas of learning must be visited across each key stage:

1. Beliefs and practices
2. Sources of wisdom
3. Symbols and actions
4. Prayer, worship and reflection
5. Identity and belonging
6. Ultimate questions
7. Human responsibility and values
8. Justice and fairness

#### Provision for withdrawal of children/staff from Religious Education

The teaching of RE will be neither doctrinal nor denominational, and will seek to be inclusive – suitable for children from all religious and cultural backgrounds. However, the school respects the right of parents to withdraw their children from participation in RE classes.

Any parent considering this course of action should, in the first instance, discuss this with the class teacher. Further discussion with the Headteacher may take place if necessary. A request to withdraw a child from RE should be put formally in writing.

Similarly, the school respects the right of members of staff to withdraw from the teaching of RE. Discussion upon this topic should be held with the Headteacher.

## **Management**

### **Planning**

Individual class teachers will plan their work based upon the programmes of study from the Agreed Hertfordshire Syllabus 2017-2022

Progression and development is built into the schemes, and although many topics are recurrent (e.g. Christmas and Easter), the focus each time they are revisited will be different and age appropriate.

Each terms' plans will be submitted to the RE co-ordinator, who is responsible for ensuring that the whole curriculum is addressed and that the schemes of work are being adequately and appropriately planned, including links with Computing, PSHE, SEN and British Values. Throughout the (revised) scheme of work teachers are encouraged to choose to focus on the religions that are represented within their individual settings.

### **Resources**

A bank of resources including artefacts is available in the work room, and includes photocopiable materials. (see appendix 1)

Teachers also have limited resources individually in their rooms to support those areas of the RE curriculum with which they are directly concerned.

There is a variety of resource material available in the school library which is for general loan, to both pupils and teachers, along with sets of Bibles and DVDs

Resources are provided by Watford and District Schools Christian Worker Trust.

Teachers organise visits by faith members or leaders and arrange outings to see places of worship.

### **Presentation**

Children present their work in a variety of ways depending upon their age and understanding, and also according to the topic under consideration. Many class teachers use a RE topic book but upon occasion RE work may form part of an integrated topic and be presented alongside this. Often discussion and drama will be the main medium of presentation.

### **Assessment**

In RE there are two main attainment targets –

AT1 – learning about religions, AT2 – learning from religion – which are assessed on an eight level scale, as devised by the Herts. Agreed Syllabus. However, there is no legal requirement to report to parents in terms of “level” of achievement. Thus whilst children’s work and contributions in RE will be evaluated and reported to parents in the annual report, they are not formally assessed in this subject.

### **PSHE**

PSHE is a curriculum area where links with RE naturally and properly occur, and whilst there are important and significant differences, there are times when the two subjects may be taught in tandem -particularly during AT2: learning from religion.

## **Conclusion**

It is hoped that as a consequence of their study of RE all children will develop positive attitudes of commitment, fairness, enquiry, respect and understanding for themselves and others, all of which will enrich them both now and in the future.

This policy will be reviewed every 4 years.

Date: Jan 2018

Mrs. Louise Edmunds

RE Co-ordinator

Date approved by Governing Body: 13<sup>th</sup> June 2018

To be reviewed: June 2022

**Artefact resources** - Each box also contains a book from the "In Evidence" series to show the use of the artefacts.

<b>Buddhism</b>	Wheel of Life Poster (on shelf) Indian Buddha Prayer Wheel Prayer beads Bodhisaltra cards
<b>Hinduism</b>	Puja set Krishna murti Bindi stickers Prayer beads and bag Brahman Thread Incense sticks Wicks for lamps Saraswati murti Diwali cards
<b>Christianity</b>	Baptismal candle and certificates Chalice, Paten Icons Rosary/Rosary card Palm crosses Various cards Crucifix Noah's Ark (Foundation) Map of the Holy Land
<b>Islam</b>	Islamic compass Prayer beads Topi Poster set of Mecca (on shelf) Qur'an & stand & cover Prayer mat Muslim Greeting The Way of Islam Poster Set
<b>Sikhism</b>	Turban Patka Sikh Gurus pictures (on shelf) Kangha Kara Kachera Lapel badge & chain
<b>Judiasm</b>	Passover cards Gregger Mezuzah case Dreidel Seder Plate



Hamlyn Bible stories & verses  
Mekkal  
Readers digest of World Religions  
If I had lived in Jesus' Time  
Tales from the Ark  
The Animals' Christmas  
**First R.E. Topics**  
Discovering Hinduism  
Lion Story Bible parts 1 & 2  
Bullies  
Bible baddies  
Tale of 3 Trees  
The Hideaway  
Baboushka  
Ten Minute Miracle Plays  
The Final Journey – Play  
Your Emotions  
Imran learns about Qu'ran  
Imran learns about Allah  
Imran learns about Ramadam  
Love at Home Storybook(Islam)  
What is Hanukah?  
Pathways of Belief: Islam/ Hindu/ Sikh  
RE Story Bags – A row of Lights (Divali)  
The Bible Through Art  
Jesus Through Art  
Templates (6 Main Religions)  
Music in RE Pack (kept on Music shelf)  
The Jesus Quest  
Aspects of Sikhism  
Buddhist Faith and Practice

Photocopiable	New Testament Visual Aids Old Testament Visual Aids Christmas/Advent photocopiables Easter colouring book Bible stories Pre-school bible stories Teaching Christianity Bible stories to colour The Big Book of Easter The Big Book of Christmas Literacy Activities for Christmas Christmas Theme Pack – KS2 Christmas Literacy Activities Using the Bible in Literacy Cracking RE
Big Books	Islam Hindu Jewish Christian
DVDs	Pathways to belief - Christianity Christmas story Introducing Sarah and Paul Kings and Prophets Jesus and his kingdom First bible stories Bible story graphics The promised land Animated religions The Miracle Maker (plus poster) Noah and The Creation Living Buddhism – KS2 Pathway of Belief (Islam/Hinduism/Sikhism) Lights (Hanuka)
Assembly Books	Various (kept in the Head-teacher's room.)