

HAZELDENE SCHOOL



R.E POLICY SEPTEMBER 2019

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12TH NOVEMBER 2019

TO BE REVIEWED: JUNE 2021

HAZELDENE SCHOOL

Policy for Religious Education

Our Religious Education Curriculum

Our RE Leader is Mr Redford

Our Curriculum Intent

At Hazeldene is based, our curriculum on the Agreed Syllabus for Bedfordshire and Luton. It is an entitlement for all children and the school plans lessons to link with the termly topics. Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education. Suitable alternative provision will be made.

The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to questions, as well as develop responses of their own.

The aims of RE

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;

- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Our Curriculum Implementation

Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents. Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus, ensuring the curriculum is coherent and shows progression.

There is the expectation that there is a minimum allocation of 5% of curriculum time for RE. The table below is based on the most recent national guidance.

4-5s	36 hours of RE e.g. 50 minutes a week or some short sessions implemented through continuous provision. 36 hours of tuition per year
5-7s	E.g. an hour a week, or less than an hour a week plus a series of RE days 45 hours of tuition per year
7-11s	E.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE.

Our Curriculum Impact

At Hazeldene we want the RE curriculum to impact on the children in the following ways:

- Extend their knowledge and understanding of religions and beliefs.
- Extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms.
- Deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose.
- Explore fundamental questions of beliefs and values in relation to a range of contemporary issues.

The impact will be achieved by providing pupils with challenging opportunities to:

- Appreciate the importance of religion in the lives of many people.
- Grow in understanding of the influence of belief on behaviour, values and attitudes.
- Consider their own beliefs, values and attitudes.
- Consider religious perspectives on contemporary social and moral issues.

RE assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. From September 2019 Summative assessment is completed by all class teachers to inform leaders of individuals' progress or skills that still need embedding further.

RE is monitored by the subject leader throughout all year groups using a variety of strategies, such as book monitoring, lesson observations and pupil interviews to discuss learning and establish the impact. **See appendix 2**

Latest RE pupil conferencing comments:

- “I love that RE gives us a chance to talk about difficult questions” – Year 6
- “RE is really interesting this year because it’s not just listening to the teacher talking about a religion” –Year3
- “I like RE because we can talk about people who don’t have a religion and we haven’t really done that before” – Year 6

Legal Requirements

Hazeldene School follows the new RE Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton 2019-2023. This Agreed Syllabus is the legal basis for RE in Bedford Borough, Central Bedfordshire and Luton. Inspection will be based upon the implementation of this syllabus and its outcomes for pupils. The Agreed Syllabus secures an entitlement to learning in Religious Education for all pupils on the school roll including pupils in the Reception Year of the Early Years Foundation Stage.

The law states that RE shall have regard to ‘the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.’ (Education Act 1996)

This Agreed Syllabus requires schools to contribute to enabling pupils in Bedford Borough, Central Bedfordshire and Luton to develop an overall understanding of the six principal religions in Great Britain. (Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism)

- *Parents have an absolute right to withdraw a child from receiving RE and the school must comply with the request for withdrawal. Reasons do not have to be stated and the school continues to be responsible for the supervision of any child withdrawn from RE lessons by his/her parents.*
- *No teacher can be required to teach RE if he/she does not wish to do so.*

The minimum requirements for religions and beliefs to be studied are:

Yr R: Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it

KS 1: Christianity, Judaism and/or Islam

KS 2: Christianity, Islam, Hinduism and Judaism. An additional study of Sikhism is appropriate if the school has Sikh pupils

The Hazeldene Programme

The programme of study for each year group has been set by the Agreed Syllabus. This can be found in the appendices at the end of this policy.

See appendix 1

Fields of enquiry

Pupils have opportunity to begin to explore each of the following RE fields of enquiry.

- Beliefs, teachings and sources
- Practices and ways of life
- Ways of expressing meaning
- Questions of identity, diversity and belonging
- Questions of meaning, purpose and truth
- Questions of values and commitments

Experiences and opportunities

RE is planned to engage different pupils appropriately. There will be provision of differentiated activities to suit the range of ability, background and learning need.

Pupils are offered opportunities to:

- Directly experience religion – there are planned visits and visitors to enable pupils to come into first hand contact with adherents from a variety of traditions.
- Get to know and use religious words accurately.
- Make and do – a variety of approaches will be used, such as discussions, debates, music, writing, drama, visual arts.
- Reflect upon their own experiences; explore beliefs, ideas or values. They will be encouraged to ask their own questions and respond personally.
- Begin to use ICT to explore religious beliefs as practised in the local and wider community.

Learning across the curriculum

We recognise that the RE curriculum will make a key contribution to pupils' personal development; spiritually, morally, socially and culturally. We recognise that RE shares concerns with the SEAL themes and Values Education. Religious Education provides opportunities for pupils to develop the key skills of communication, use of ICT, working with others, thinking skills, problem solving

and creativity. Cross-curricular links are made with Literacy, Art, and Environmental Education.

Resources

The RE storage trolley is housed in the art cupboard. There is a storage tray for each of the six faiths on the syllabus. Additional resources are housed in the labelled boxes on the shelving unit in the art cupboard. Resources such as books, posters and artefacts are stored in separate boxes labelled by themes. There is also a general resource box which contains books for staff to refer to for information about a variety of religious traditions and beliefs. There are also a range of books relating to assemblies which are stored centrally or in 3R classroom.

British Values

Whilst not strictly part of the RE curriculum, Hazeldene continues to be committed to upholding and teaching the children about the key British Values – democracy, rule of law, individual liberty, mutual respect and tolerance of those with other faiths and beliefs and for those without faith. This has been reinforced with the children through specific assemblies dealing with each of the values. There is also a display board in the main downstairs corridor which explains each of the values and how they can be shown within the school setting.

Collective Worship

Collective worship and assemblies are distinct activities and although they may take place as part of the same gathering, the difference between them should be clear. Acts of collective worship at Hazeldene aim to be of educational value, meaningful and in some sense reflect something special or separate from ordinary school activities. We recognise that in line with the 1993 Education Act, collective worship is to be ‘wholly or mainly of a broadly Christian character.’ The majority of acts of worship over a year must contain some elements which relate specifically to the traditions of Christian belief and which accord a special status to Jesus Christ.

If a parent asks that a pupil should be wholly or partly excused from attending collective worship then the school must comply. We continue to be responsible for the supervision of any child withdrawn by his/her parents. This also includes special assemblies from faith groups or during religious festivals (e.g. harvest and Christingle).

Assemblies

Whole school assemblies are held four times per week. Monday assemblies are specifically Christian and include collective worship opportunities. It is also the time when everyone sings in shared celebration with those who have a birthday that week. Wednesday assemblies rotate on a biweekly basis and are an opportunity to enjoy singing together particularly to celebrate special festivals throughout the year or will have a particular focus on values and PSHE; Thursday assemblies celebrate achievements in extracurricular activities as well as in school. On Fridays there is opportunity to celebrate positive attitudes and achievements in school. Star of the Week medals are awarded and Green ticket winners selected.

During the course of the year special assemblies are held to acknowledge times of significance or celebration in different faiths and cultures.. Visitors from the community are also invited to talk to the school about a range of topics and community projects and activities. There is also a once monthly visit from Open the Book, which retell a Bible story for the children, usually based around the season.

Responsibilities

The responsibility for the provision and delivery of Religious Education lies with the Head teacher but the Governing body must also exercise its function to secure the provision of RE and ensure that sufficient time and resources are given to RE in school to meet statutory requirements.

The RE leader will attend relevant professional development courses, keep informed of future initiatives in RE, order and organise resources within the budget allocated, prepare an action plan and review the policy statement.

Updated September 2019