

HAZELDENE SCHOOL



R.E POLICY JUNE 2017

SIGNED DATE.....
HEADTEACHER

SIGNED DATE

CHAIR OF GOVERNORS

TO BE REVIEWED: JUNE 2019

HAZELDENE SCHOOL

Policy for Religious Education

Legal Requirements

Hazeldene School follows the RE Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton 2012-2017. 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 Reasons do not have to be stated and the school continues to be responsible for the supervision of any child withdrawn from RE lessons by his/her parents.*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 Aim of Religious Education

'The aim of Religious Education in the schools of Bedford Borough, Central Bedfordshire and Luton is to contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.'

To achieve this aim, the Agreed Syllabus has two broad attainment targets.

- **(AT1) Learning about religion**
Pupils should acquire knowledge about and understanding of religions and beliefs
- **(AT2) Learning from religion**
Pupils should be enabled to reflect on and respond to their study of religions and beliefs.

Curriculum Time for RE

RE is a Core Subject of the curriculum for all pupils and based on the law and DfE guidance a minimum of 5% of curriculum time is required.

KS1: 36 hours of tuition per year

KS2: 45 hours of tuition per year

This means that RE can be delivered in approximately an hour a week. Curriculum time for RE is distinct from the time schools may spend on collective worship or school assembly. We will also include occasional RE themed days to complement the regular weekly programme of lessons.

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

Yr R: Christianity + other religions or belief systems represented in the local area.

KS 1: Christianity + either Islam or Judaism

KS 2: Christianity + Hinduism + Islam + Judaism

The Hazeldene Programme

KS1 and KS2 based on Unit questions from the enquiry model of the new syllabus.

In the Reception Year of the Early Years Foundation Stage the syllabus provides planning guidance linking Early Learning Goals to RE experiences.

As the school moves into becoming a Primary School, the syllabus will be extended for Years 5 and 6.

As of September 2107, the units that Year 5 will be covering will be;

Autumn – Why is Pilgrimage important to some religious believers?

Spring – What does it mean to be a Hindu?

Summer – How do people live through good times and hard times?

As of September 2018, the units that Year 6 will be covering will be;

Autumn – What does it mean to be a Muslim?

Spring – Justice and Poverty – can religions help to build a fair world and make poverty history?

Summer – What will make our town a more respectful place?

Term	Year 1	Year 2	Year 3	Year 4
Autumn	How do we show we care for others?	What can we learn from sacred books and stories?	What are the deeper meanings of the festivals?	How should we live and who can inspire us?
Spring	How and why do we celebrate special times? What does it mean to belong?	Who is a Christian and what do they believe?	How and why does a Christian follow Jesus?	What do the religions teach about the natural world and how should we care for it?
Summer	What makes some places special? Who is Jewish and what do they believe?	Why should we care for the Earth? Who is an inspiring person?	Where, how and why do people worship? What does it mean to be a Sikh?	How and why do believers show their commitments during the journey of life? What does it mean to be a Jew?

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.

Achievement and Assessment

Assessment may be done with the whole class, smaller groups or individual pupils:

It may take the form of an integral, ongoing and informal part of teaching, through, for example:

- conversations with pupils about what they know and can do;
- questions differentiated to provide opportunities for pupils of differing abilities to demonstrate their knowledge and understanding;

or a formal, planned activity, through, for example:

- an initial assessment of what pupils already know and can do, e.g., through a mind-map;
- differentiated tasks linked to the 'levels' in the RE syllabus;
- pupil interviews

Evidence of pupils' attainment in RE can be gathered from the whole range of learning experiences, for example, writing, art work, oral responses to reflective experiences, hot-seating, role plays, mind maps, circle-times and debates.

It is recognised that RE has important aspects, such as spiritual development or positive attitudes to the beliefs of others, which are not open to individual assessment. However, the syllabus does contain much that is assessable in terms of what pupils know, understand and can do. The Attainment Targets consist of eight level descriptions describing the types and range of performance that pupils working at that level should characteristically demonstrate. When assigning a level to a piece of evidence of a pupil's achievement the teacher's judgement of the 'best –fit' description is to be used. Oral evidence through speaking and listening will be a significant part of the evidence teachers use in evaluating what pupils can do. Pupils may achieve different levels with regard to AT1 and AT2 in RE. Pupils will usually demonstrate some aspects of a level before they can consistently achieve all that the level description includes. They are 'working towards' the level. An overall summary is only appropriate at the end of a Key stage.

Range of levels within which the majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key Stage 1	1-3	At age 7	2
Key Stage 2	2-5	At age 11	4

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 4R classroom. The Agreed Syllabus has extensive support materials on the accompanying disc which are available to staff through the subject area on Its Learning.

British Values

Whilst not strictly part of the RE curriculum, Hazeldene is 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 library which explains each of the values and how they can be shown within the school setting.

Collective Worship

Collective worship and assembly 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. During Monday assemblies, the children have a choice of prayers that they can use, which are picked and read by the House Captains.

Assemblies

Whole school assemblies are held daily. Monday assemblies are specifically Christian and include collective worship opportunities. Tuesday assemblies are linked to SEAL, Wednesday assemblies are an opportunity to enjoy singing together particularly to celebrate special festivals throughout the year, 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. It is also the time when everyone sings in shared celebration with those who have a birthday that week.

During the course of the year special assemblies are held to acknowledge times of significance or celebration in different faiths and cultures. Through the year each individual class is given the opportunity to prepare an assembly reflecting topics studied in class to which parents and their Keystage are invited. 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.

Written
May 2017