

ROE GREEN INFANT & STRATHCONA SCHOOL

POLICY FOR RELIGIOUS EDUCATION 2020

Aims of RE

Roe Green Infants and Strathcona School will be following the Brent Agreed Syllabus.

Our aim is to teach RE in order to

- Help pupils value and understand themselves, as well as their place and contribution to their local community and the wider society
- In the long term, Religious Education should support the development of responsible citizens of the future



The sharing of understanding through experiences and dialogue with others not only supports the spiritual, moral, social and cultural development of pupils, it also promotes the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination.

It is aimed that the RE curriculum is taught through asking meaningful and enquiry type questions which enable pupils to not only share their own beliefs and values, but build their knowledge and gain a deeper understanding of other religions and worldviews by forming a relationship with what they learn. By comparing this learning with their own experiences, they can then consider and reflect meaningfully to create a more informed view of the world and their place in it.

'Why do we teach RE?'

It is a **statutory requirement** since the 1988 Education Reform Act that Religious Education must be taught according to this syllabus to all registered pupils in schools as part of a curriculum that is 'broad and balanced', consisting of religious education and the National Curriculum. The curriculum provided must 'promote the spiritual, moral, social and cultural development of pupils' and provide the 'Cultural Capital' in order to prepare them 'for the opportunities, responsibilities and experiences of adult life.'

Contribution RE has to the ethos and overall life of the school

Spiritual

- ability to be reflective about their own beliefs and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- willingness to reflect on their experiences.

Moral

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious backgrounds
- willingness to cooperate with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- willingness to participate in and respond positively to cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The requirements of the Syllabus will be met by:

Content to be covered

- ensuring that the RE curriculum 'reflects the fact that the religious traditions of Great Britain, are in the main, Christian'
- ensuring that the RE curriculum is reflective of the key religions represented in the school: the three key religions being Christianity, Hinduism and Islam.

That all religions and worldviews taught should:

- be presented from the perspective of the believers
- not be used to promote, convert or urge a particular religion or belief
- be treated in a manner that believers/followers would not find offensive

Ensuring equality in RE (religions and non-religious, male/female, representation of religions)'

- parents of pupils under the age of 18 continue to have the right to withdraw their children from Religious Education as per the School and Standards Framework Act 1988.
- strategies used for the teaching and learning of the key knowledge will take into account the varying learning styles of pupils, and therefore include a wide range of quality sources, experiences and resources

Ensuring that the RE curriculum includes:

- a range of written and spoken religious and non-religious sources (including texts, stories, poetry, prayers, liturgy, worship and sacred texts) in a range of styles and genres different texts, including poetry, diaries, religious/sacred texts, and extended writing
- visits and trips relating to places of worship or with special meaning/relevance for specific belief systems and religions, and visits from representatives of these
- artefacts, items, material sources used within religions, faiths or worldviews, that have or are used to express, special or religious values or beliefs
- sources from Christianity, the other principal religions and worldviews represented in Britain and in the local community

Organising of teaching time

- The syllabus recommends the following **time allocation** be allotted to teaching Religious Education, and is distinct from the time schools should spend on the statutory requirements for **collective worship** or school assembly: Foundation Stage (Reception) of 36 hours per academic year; Key Stage 1 of 36 hours per academic year and Key Stage 2 of 45 hours per academic year.
- Schools are also required to monitor and evaluate the effectiveness, standards and provision of Religious Education in accordance with this Syllabus.

Arrangements for assessments and reporting

- Units/schemes of work within a Religious Education curriculum should not be stand-alone 'topics' disassociated from each other.
- Learning is planned and sequenced to support pupils in adding to an ever-increasing picture over time: constantly building on and developing their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts, and the development of the necessary skills to support the investigation, exploration and reflection of their own and others' responses to meaningful enquiry questions, which can continuously increase in depth, breadth and complexity.
- The Religious Education curriculum should therefore clarify the progression in learning, specifying how the units fit together to help pupils who are developing their skills and adding to their key knowledge to build an ever increasing picture/understanding. Each unit should, therefore, in addition to the enquiry question(s), define the relevant previous key knowledge that is required, as well as the intended knowledge and skills outcomes.
- It is a legal requirement that schools report to parents on pupils' progress in Religious Education annually and in accordance with the Religious Education Skills Spectrum in this syllabus.

Collective Worship

The school follows the Brent recommended approach to Collective Worship. All children take part in a daily act of collective worship.

- Whole school meets once a week
- Reception classes meet twice a week
- Key stage 1 classes meet twice a week
- Key stage 2 classes meet twice a week

Collective worship takes place in individual classes on other days.

Our assemblies are generally based on the programmes of study for RE. We explore experiences such as joy, suffering, mystery and wonder and values such as fairness, forgiveness, caring and sharing. We also base our assemblies on RGI and S' core values and ethos. We aim to achieve this through stories and music.

Assembly provides a unique opportunity for children to join together to share their own values and beliefs thus deepening their own understanding of the world they live in and others with whom they share it. Parents are invited to join us on numerous occasions through the year.

Review process

The Standing Advisory Committee for RE is responsible for reviewing the Locally Agreed Syllabus every 5 years. This school will review the policy every two years.

Adopted by the Governing Board 26th November 2020