

Policy for Religious Education

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POLICY FOR RELIGIOUS EDUCATION -

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Document Rationale

At Roman Road Religious Education is taught according to the Newham Agreed Syllabus 2020. It is approached with the following principles in mind:

We value the religious background of all members of the school community in order to give individuals a sense of self and belonging so that they will feel comfortable to share their religious experiences with others. All religions and their communities are treated with respect and sensitivity and we value the links which can be made between home, school and a faith community.

We acknowledge that each religion studied contributes to the education of all our pupils.

The Aims of Religious Education

The aims of RE at Roman Road are "to celebrate the diversity of religious and human experience, fostering the development of unique individuals with the knowledge, skills and understanding to promote harmony within their community and the world beyond". (from "Exploring Beliefs, Celebrating Diversity" - The Newham Agreed Syllabus for RE 2003)

Objectives

Developing a sense of self.

- To develop a sense of personal worth, individuality and identity.
- To awaken and develop an awareness of the spiritual dimension in life.
- To develop the ability to reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

Developing a sense of community.

- To explore issues within and between a variety of different world views, helping children to understand and respect different religious beliefs,

values and traditions, and understanding the influence of these on individuals and communities.

- To develop their knowledge and understanding of Christianity and other principal religions represented in Great Britain – Islam, Hinduism, Sikhism, Judaism and Buddhism as well as understanding that some people do not have a religion, including Humanists.
- To develop their sense of identity and belonging, preparing them for life as citizens in multi-cultural and multi-faith communities.

Developing a sense of the world beyond.

- To consider questions relating to human existence and purpose.
- To explore religious and other world views in the context of the world today.

The Spiritual, Moral, Social and Cultural Development of Children

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral, social and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum.

The RE Curriculum makes a significant contribution to pupils' development by:

Spiritual development

- allowing pupils to reflect on their inner self and the world around them
- encouraging children in their personal search for meaning and purpose
- listening to the views and beliefs of others
- imagining and expressing their ideas and thoughts through creative activities
- considering various forms of prayer and its personal significance
- developing a sense of wonder and awe in our world and society

Moral development

- Exploring personal values in relation to oneself, others and the world
- Exploring the concepts of good and evil, right and wrong
- Exploring human rights and responsibilities
- Exploring the concept of justice and its implications for society
- Exploring role models in different faiths
- Exploring personal feelings

Social development

- Allowing pupils to meet with others of different faiths
- Exploring human nature and our relationships
- To understand the significance of belonging to a group
- Learning that they are an equal, valued member of their community

Cultural development

- Encouraging respect and sensitivity to the feelings and beliefs of others
- Exploring questions of identity
- Showing that culture and religion are linked
- Encouraging respect for people of different backgrounds
- Looking at similarities and differences between cultures
- Recognizing expressions of cultural and religious identity

Teaching, Curriculum and School Organisation

The Newham Agreed Syllabus outlines the provision for Religious Education throughout the whole school and shows progression and continuity. The new syllabus came into force in September 2020. All classes are following the Agreed Syllabus.

The content of the Religious Education programme at Roman Road incorporates.

Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism and Humanism

This framework forms the basis for the Scheme of Work for Religious Education at Roman Road, along with the Content Descriptors from the Agreed Syllabus for each unit and any useful materials for teaching each unit. These materials include ideas for teaching/learning activities from published and other sources.

RE subject planning is based on the units of work provided by the Newham Agreed syllabus. Assessment is also based on these units of work and the assessment system was updated in September 2020.

Learning in Religious Education may be by means of direct teaching to the class or small groups: by providing direct hands-on experience with RE resources, such as photographs or artefacts; by teacher-prepared materials such as worksheets; through stories, poetry, drama; through visits to faith communities.

Visitors from a range of faith communities may be invited into school to work with the children. Establishing links with local faith communities is encouraged.

Classes are encouraged to visit a place of worship yearly.

Time Allocation

The time allocated to Religious Education is 36 hours per year at KS 1 and 45 hours per year at KS 2 and follows the recommendations of the Agreed Syllabus.

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 in consultation with the Headteacher.

The Religious Education Coordinator

The Coordinator draws up an Action Plan for Religious Education. The Action Plan outlines the development of RE in relation to the RE Policy, Scheme of Work, resources, monitoring of Religious Education and a budget plan.

The Coordinator is responsible for supporting staff to plan Religious Education for a particular class or year group. The Coordinator monitors planning by looking at class teachers' plans and by looking at children's books. Assessments for RE are monitored by the Coordinator.

The Coordinator is responsible for the purchase and storage of all RE resources.

Resourcing Religious Education

A wide variety of Religious Education resources are currently available in school. These include using ipads and the internet, children's reference books, teacher's resource books, packs and notes and pictorial resources, such as posters, pictures and photographs. Resources are shared and all staff have equal access to all resources which are kept in the resource cupboard in the hall.

Resources are kept in labelled boxes.

The RE Coordinator is responsible for maintaining resources, and for monitoring

their use. Resources are purchased by the Coordinator following the general school ordering procedures. The current lists of resources are examined each year before requisitions are made. Staff are asked to submit to the RE Coordinator requests for any resources which they require to be added to the existing stock.

Evaluation, Assessment and Monitoring

Progress in RE Education is reported annually to parents and assessment follows the school policy and LEA guidelines.

Evaluation is carried out to enhance the teaching and learning of Religious Education within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Religious Education within the school, in order that pupils make the greatest possible progress. Detailed monitoring is undertaken by the RE Coordinator.

Monitoring of teachers' planning and book audits are carried out to ensure that the Agreed Syllabus is being followed. Pupils' progress and performance is evaluated. The effectiveness of any INSET for Religious Education provided from within the school, or by an external agency, is evaluated either by means of a written evaluation sheet completed by staff after a course, or by verbal feedback at a staff meeting.

Evaluation may take place by means of a number of methods including:

1. Monitoring children's work
2. Monitoring teachers' planning
3. Discussion among groups of staff or the whole staff
4. Monitoring by learning walks
5. External inspection and advice

School Self - Evaluation will take place on an annual basis and a form is completed and sent to the Local Education Authority.

Inclusion Statement

We believe that all children at ROMAN ROAD PRIMARY SCHOOL should have

equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress and demonstrate achievement irrespective of ability (including Gifted and Talented) or special educational needs, gender, ethnicity, language group, disability, religious beliefs or social circumstances.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

We aim to do this by:

- taking the individual needs of children into account using language which is appropriate to each child's ability
- avoiding the negative use of written, spoken and body language
- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- choosing resources which are user friendly and easily accessible to all children
- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

Points for consideration by teachers when planning RE work:-

- Am I promoting RE equally to both genders?
- Is the material I am using attractive and accessible to all children?
- particular care should be taken when using illustrations in books by avoiding stereotypes.
- Take care when planning work so that ethnicity and disability are shown in a positive light and given consideration, especially in work with the human body, food and fasting.
- Am I catering for the needs of the most able children as well as those with learning and physical difficulties? Will the work provided enable all children to feel that they are achieving and progressing?
- If there is evidence of underachievement by any group, positive corrective action must be initiated.
- Are the contents reflecting our multi - cultural society and relating to other faiths and countries?

Policy Review

The evaluation and review of the policy for Religious Education takes place on a biannual basis. The RE Coordinator works together with the LEA Advisor to consider any necessary changes or adaptations to the policy.

Links with other Subjects

Religious Education has links with other areas of the curriculum particularly PSHE, English, History and Art. Links will be made and maximized to enhance learning as appropriate.

Every class has a Festival Assembly which is linked to the Speaking and Listening Objectives for English. This helps to celebrate diversity, increase knowledge and understanding of other faiths and break down stereotypes and prejudice.

Collective Worship.

Worship provides an invaluable tool for promoting and reaffirming the school's ethos of caring for one another, and promoting equal opportunities, while at the same time develops the school as a community.

At Roman Road, school worship means reflecting on the spiritual dimension of life and developing a sense of wonder and awe by including opportunities to reflect on a story or situation taken from the world in which we live. Pupils are given a quiet time at the end of the assembly with a thought or reflection, as well as individual prayer if the children want to pray.

Pupils are encouraged to be active and respectful listeners and to share ideas and opinions with confidence.

The assemblies are broadly Christian but may draw on stories from other faiths (which illustrate a particular concept or moral). It is always made clear that this is what other faiths believe. We aim to acknowledge and respect other faiths and cultures by celebrating the diversity of cultures within our school.

Special Assemblies, such as Christmas, are school celebrations to which parents are invited. Parents are also invited to their child's class festival assembly.

Collective Worship is provided according to Newham guidelines and while it is seen as being distinct from Religious Education, there are certain links which can be identified.

For example, during the variety of forms of collective worship there will be time given for the members of the school community to reflect; there will be opportunities for spiritual development, a particular Religious Education theme may be developed; the overall framework for Religious Education may be used in planning collective worship for the whole school; and visitors from one of the religions being studied may take part or be involved in a whole school assembly.

Daily collective worship is organised as follows:

Morning Assembly is for KS 1 Afternoon Assembly is for KS 2

Monday : PSCHE Assembly (SEALS)

Tuesday : Singing Assembly

Wednesday : Well Done assembly - Achievements are recognized and certificates awarded

Thursday : Festival Assembly and World Events

Friday : Class Assembly (SEALS)

This policy was reviewed by the Religious Education Coordinator.

Mrs. Ann Wood January 2021

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