

# Lowerplace Primary School

## Religious Education Policy

Reviewed: Summer Term 2015

Next review date: Summer Term 2017

Religious Education is taught as part of a cross-curricular approach to citizenship education. Through this, we aim to promote the spiritual, moral, and cultural development of all children. Religious Education is a compulsory subject and forms part of the national curriculum. The RE syllabus used at Mount Lowerplace follows the Rochdale Agreed Syllabus for Key Stage One and Key Stage Two.

Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing Body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time.

### **School Context**

Religious representation at Lowerplace is currently (2015):

Christian  
No religion  
Catholic  
Sikh  
Muslim

RE is taught, as in other curriculum areas; by starting from the children's own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community. The background of many children therefore appears to be Christian or Muslim however some children appear to have little experience of any strong faith or belief.

### **Aims of the RE Curriculum**

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help children understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.

- To support children personal and spiritual development by encouraging self-awareness and self-respect.
- To help children develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

### **Equal Opportunities**

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any children.

### **Health, Safety and Well-Being**

Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment.

Staff will ensure that the context of the learning that will take place during the visit will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith. Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship, staff must ensure that they do all they can to assure parents and encourage children participation.

### **Time-Tabling for RE**

The children in the Foundation Stage are taught RE through the area of Knowledge and Understanding of the World.

In KS1 and KS2 RE is generally taught discreetly in each Year group but can be taught as part of a cross-curricular approach eg through PSHE, history, geography, art or as part of a focus day or period of time eg Christmas and Easter, Eid or Cultural Weeks.

(Collective Worship is separate to the teaching of RE, though strands of Collective Worship may be used to enhance the RE curriculum. See Collective Worship Policy)

### **Teaching and Learning**

A variety of teaching methods should be used to teach RE, such as role play/drama, stories and music. Visitors to school should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths.

The Foundation Stage and KS1 form the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around 'special times, people, places and objects/symbols. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

In KS2, similar opportunities should be offered and children should be encouraged to openly discuss their understanding, opinions and attitudes about religion.

It is likely that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Christians go to church on Sundays'.

### **Planning for RE**

RE should be planned using the Rochdale Agreed Syllabus as a content guide alongside Lowerplace's R.E Overview.

This syllabus has two main attainment targets;

- Learning about religion

This includes enquiry into, and investigation of the nature of religion, the range of beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Through this, the children should develop an understanding of ethical issues and an understanding of individual religions and how they relate to each other. Children should also develop an understanding of the nature and characteristics of religions.

- Learning from religion

This focuses on developing children's' reflection on and in response to their own and other's experiences in the light of their learning about religion. Children should develop the skills of application, interpretation and evaluation of what they have learned about religions. Children should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

The Lowerplace Overview gives staff a philosophical question to use as a talking point for each half term and ensures that there is good coverage of the religions across the children's academic career.

### **Assessment**

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions. The Rochdale Agreed Syllabus states that;

"Often the effectiveness or importance of an experience cannot be measured; experiences in RE should not be limited to what can be objectively assessed or measured."

Teachers should therefore, assess what children know about religions, what their attitudes are to religions and how well they are able to express their own views and feelings towards other religions. This should be formally reported to parents as part of the child's end of year report.

Planning should be part of a child-initiated process, beginning with children's' current levels of understanding and following areas that children would wish to explore further. Examples of work produced, videos, photographic experiences should also be kept as an evidence base for making evaluations about the teaching of RE and the successful levels of learning that have been achieved.

## **Home-Learning**

As the home may be the greatest source of a child's knowledge and understanding of RE, it is appropriate to set home-learning tasks related to developing and sharing their understanding.

## **Role of the Co-ordinator**

There is a named co-ordinator responsible for co-ordinating the teaching of RE throughout the school.

Their role is to:

- Provide support, advice and resources to members of staff
- Monitor the teaching of RE and outcomes for all children, revising policies and supporting staff with planning of RE where necessary.
- Monitor the teaching of RE across the school highlighting the continuity and progression of the areas taught across the school
- Attend relevant training and support staff through relevant INSET sessions
- Monitor the use and need of resources throughout the school.

## **Monitoring**

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaison with staff to be able to observe lessons, through INSET sessions, monitoring planning and coverage, carrying out children interviews.

The result of any monitoring should be discussed with the Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.

## **Resources**

Resources are centrally stored the different buildings (Charter Street and Kingsway) and include books, pictures, artefacts

# **Lowerplace Primary School**

## **The Collective Worship Policy**

The Collective Worship Policy at Lowerplace Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', and in recognition of the fact that the majority of our children's are practising members of other faiths we base our assemblies on those aspects of Christian teaching that are shared with other faiths.

The Collective Worship Policy of Lowerplace Primary School is consistent with the philosophy and aims of the school as expressed in the R.E Policy. Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

### **Definition of Collective Worship**

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all children an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the children's' spiritual, moral, social and cultural development.

Each Key stage has a daily act of worship in the form of an assembly, 4x a week. Alongside this 1 day is set aside for a class act of Worship.

### **Aims of Collective Worship**

#### **For the School:**

Collective Worship contributes significantly to the ethos of Lowerplace Primary School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

#### **For the Children:**

We also intend that Collective Worship contributes to the development of the children as a 'whole' person by providing opportunities to:

- recognise different beliefs
- reflect on that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality

- reflect on the direction of their lives
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human
- consider the wonders and worries of the world

### **The Contribution of Collective Worship to aspects of the Curriculum**

Collective Worship time is distinct from curriculum time. However, in Lowerplace Primary School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of children's by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

### **Planning**

The R.E Co-ordinator has created a guideline of Ideas for Collective Acts of Worship. This coincides with important times of the year across most religions. Teachers can use this as a guideline and further tailor it to meet the needs of their class.

The ideas are also linked to British Values as outlined in the Government's definition of British Values in the 2011 Prevent Strategy. These are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

As a diverse community, children are reminded of their place in a culturally diverse society. This is achieved through our Religious Education curriculum and the spiritual life of the school. Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.

### **Recording**

All Acts of Worship are recorded to ensure a wide range of topics/discussions take place and this record is collected weekly.