

Religious Education Policy – Ashmead Primary School

Purpose

This policy outlines our rationale behind teaching Religious Education (R.E.) with sensitivity and respect for the needs of each pupil. The guidance reflects the main aims of Ashmead School's R.E. curriculum and legal requirements of the Education Act 1944, Education Reform Act 1988 and the DfES circular 1/94 – Para 44 regarding withdrawal of children from religious education.

Rationale

Our school community is made up of pupils and staff who originate from different nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers. We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity, challenges stereotypes and helps to develop cohesive communities.

Aims

R.E. is taught in accordance with the aims of the Lewisham Agreed Syllabus which state:

Religious Education should help pupils to:

- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of many religions and beliefs;
- acquire and develop knowledge and understanding of Christianity and the other principal religions and non-religious world views represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to their own beliefs and the teachings of the principal religions and beliefs represented in Great Britain;
- enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings and philosophies can relate to them;
 - Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience
 - Developing the ability to reflect on their own beliefs, values and experiences in the light of their study.

Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school. At Ashmead, RE is either taught as part of the class topic or as a discrete unit. Through the termly cultural and historical topics, children learn about a wide variety of religious beliefs, past and present, and are encouraged to explore the similarities and differences between these and their own belief systems. They explore the concept of religion and belief and the roles these play in our daily lives. *If parents wish to withdraw their children from Religious Education lessons they must do this by writing to the headteacher.*

Scheme of Work

Ashmead's scheme of work for Religious Education covers all the requirements of the Lewisham Agreed Syllabus 2009.

In EYFS, children learn through role-play, storytelling and taking part in their own celebrations. They cover five areas of development: Self and Others; Festivals; Symbols and Rituals, Right and Wrong and Living Things.

In Key Stages 1 and 2 we follow units of work in the Agreed Syllabus (see below) and record assessments on 'Learning Ladders'.

Ashmead Units of work: 2017-18					
Y1	Y2	Y3	Y4	Y5	Y6
Christianity Units					
Bible and Christmas	Life and teachings of Jesus	The Bible	Local Christian places of worship	Jesus Human and Divine	Leading a Christian Life
A local church	Easter and symbols		Christian celebrations	Peace	The Journey of Life and Death
Additional Units					
Natural World	Hinduism 1	Buddhism 1	Islam 1	Hinduism 2	Judaism 1 and 2
Sikhism 1		Sikhism 2	Islam 2	Buddhism 2	

Teaching and Learning

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning about Religions
2. Learning from Religions

Learning about religion includes enquiry into the nature of religion, its key beliefs and teachings, practices. It looks at the impact of religion on the lives of believers and communities and the varying ways in which these are expressed. This includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary as well as identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflective abilities in response to their own experiences and their learning about religion. It is also concerned with wider issues such as questions of identity and belonging, meaning, purpose and truth, values and commitments and links well with our twelve Ashmead values.

Inclusion and differentiation for children with S.E.N. and E.A.L. are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of R.E. we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others. We endeavour to draw on the experiences and backgrounds of our pupils and staff in order to make R.E. relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that children have at least one R.E. visit in the academic year, e.g. visiting a local church, temple or mosque.

Marking and Assessment

RE is assessed in accordance with our school assessment policy and any written learning is marked in response to the RE 'WALT' learning objective. Assessments for each unit are recorded on 'Learning Ladders'.

Monitoring and evaluation

The teaching, assessing and resourcing of Religious Education is managed by the R.E. curriculum leader. Resources are stored in a central place for use by all staff. Evaluation of RE teaching and learning is done through planning scrutinies, lesson observations and learning walks.

Policy agreed: June 2017

Review date: June 2019

DRAFT