



Leamington Federation **Sydenham Primary School and Lighthorne Heath Primary School** **Religious Education Policy**

Aims:

Religious education does not mean learning to be religious - indeed it must not seek to persuade pupils to become religiously committed. R.E. recognises the validity of non-religious as well as religious interpretations of experience.

We aim to:

- encourage all pupils to develop views and opinions about religion whether they are members of a faith or not.
- develop an understanding of what it might mean to be committed to a religious tradition.
- develop an awareness of the spiritual and moral dimensions of life experiences and identify the questions and issues they raise.
- provide an environment in which a concept of moral obligation can develop and in which children can begin to formulate a set of values for their lives.
- encourage children to value diversity in religion and culture and prepare them adequately for a life in a multi-cultural, multi-lingual, multi-faith society in Great Britain, Europe and the world.
- offer opportunities for reflection on their own experiences and beliefs.
- develop children's confidence to express their viewpoints; respecting the right for others to hold beliefs different from their own.
- help children develop a sense of awe and wonder about the world.
- develop a positive attitude toward religious education.

Statutory Requirements:

- Religious education is a statutory curriculum subject. It has equal standing in relation to other curriculum subjects and is allocated 1 hour a week lesson time.
- Parents have the right to withdraw their children from religious education and ask that alternative arrangements be made, so long as it does not incur any additional cost to the school or the local authority.
- Our school will provide responsible supervision of any children withdrawn from religious education.
- Teachers have the right to withdraw from teaching religious education.
- Our school will follow the agreed syllabus for Warwickshire and Coventry that reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking into account the

teachings and practices of the other 5 principal religions; Buddhism, Hinduism, Judaism, Islam and Sikhism.

The Context of Our School:

- We are a county school and thus our religious education is in accordance with the locally agreed syllabus for Warwickshire.
- Alongside Christianity, we have chosen to study Hinduism and Sikhism in depth at KS1 as this reflects the predominant faith in our community. Alongside Christianity, we have chosen the Muslim tradition as our additional optional in depth faith at KS2 bearing in mind its present prominence on the worldwide scene.

Planning:

At Sydenham and Lighthorne Heath Primary Schools we plan RE based on the Warwickshire and Coventry agreed syllabus which was revised in 2017. The new revised syllabus offers increased flexibility and extra support for planning as well as providing practical strategies, guidance and resources for teachers.

The long term medium term plans ensure there is clear and consistent progression throughout the school, and to ensure that children are being given opportunities to build and extend their learning from previous years.

There are a wide range of abilities in each class so we adapt planning and carefully plan for differentiated activities for each lesson. This is carried out through providing more adult support, differentiating activities, using a range of teaching and learning styles to suit children's needs and by providing enriched resources to support learning.

Foundation Stage:

Religious Education is provided to all pupils at Sydenham and Lighthorne Heath Primary Schools. In Reception, the principles of religious education are linked to the Early Learning Goals statements from the Early Years Foundation Stage document. The statements provide children with the opportunity to explore the world around them, including, religion, special people, books, times, places and objects.

Assessment and Recording:

At Sydenham and Lighthorne Heath Primary Schools, we assess children's work in Religious Education by making informal judgments as we observe children in lessons. At the end of each lesson, children's work is marked and written and oral feedback is given to each child. At the end of each unit of work, written assessments are completed for each child. Teachers highlight whether a child is emerging, expected or exceeding for the unit of work taught. The outcome statements are derived from the Warwickshire Agreed Syllabus. Displays of RE work are also encouraged.

Resources:

There are a wide range of resources available online and in school. There is a budget available for Religious Education budget every financial year.

Our school has a variety of resources including The Folens Series textbooks, general information books relating to religious and life experiences, journals containing useful articles/ideas, various artefacts,

music, posters, CDs and videos. Faith specific resources for the six main religions have been labelled and sorted into R.E. containers for easier access by teachers.

The children should have the opportunity to meet people from faith communities and visit places of worship and so giving first hand experience of how believers live their lives. Our location allows us easy access to a number of places of worship. Our Scheme of Work has built in opportunities for visits and to receive visitors from the community.

Cross-Curricular Links

The learning of RE takes place in the broader context of the whole curriculum, presenting opportunities for links with other subjects such as History (i.e. The Victorians link to Salvation Army), Geography (surveys/field studies), English (broadening vocabulary, use of symbolic language, interpretation of sacred texts, discussion, drama and role playing), Art/Dance (diversity of creative arts in different traditions), Computing (information source for research, CD, email with others), PSHE and Citizenship (charitable activities, involvement in the wider community).

Special Educational Needs

Children with special educational needs are encouraged to participate in discussion work and their methods of recording ideas and outcome will relate to their ability to ensure that they are able to achieve the learning objectives.

Equal Opportunities

All children, irrespective of religion, age, gender, ethnicity, language or disability have an equal entitlement to receive quality religious education. Good practice is recognised in the following ways: The diversity of religious belief in society and amongst pupils is recognised and no assumptions of belief are made. There is avoidance of stereotyping in the portrayal of religious traditions; the diversity within traditions is shown. There is recognition that all religions value tolerance and justice and hope for the reconciliation of conflict. There is acceptance that individuals do not always live up to the ideals of the tradition they follow and their failure leads to intolerance and oppression which does not spring from the tradition. Words or behaviour, which show disrespect or lack of sensitivity towards people, ideas or valued items are challenged. Freedom of thought and expression are encouraged and there is no implication of a consensus on what is 'true' - the inclusive word 'we' is avoided leaving space for diversity of opinion.

Race Equality Statement

At Sydenham and Lighthorne Heath Primary Schools we offer a curriculum that reflects the cultural diversity of the school. We teach children to be aware of the diversity of cultures within our school, and to see them as a positive factor that enriches the experiences of the whole school community. We recognise that different languages are spoken and understood by staff and children in our school.



UN convention on the Rights of the Child

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realize their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

Review

This statement is part of a working document and therefore is open to change and restructuring as and when the need arises or by September

This policy was ratified: September 2019

And will be reviewed: September 2020

Signed by the Head teacher

Juliette Westwood

Chair of Governors: Richard Butler

