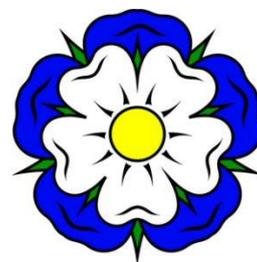


Richmond Hill Primary Academy
Policy for Religious Education
(Revised May 2016)



Religion has an important influence on our society. Religious Education is concerned with pupils learning ABOUT religion and FROM religion, to become successful learners, confident individuals and responsible citizens. It involves educating children about cultures both familiar and unfamiliar to them in order that they grow up informed, able to make choices, and respecting people of all faiths and cultures.

While pupils' spiritual, moral, social and cultural development is nurtured across the curriculum, Religious Education offers children regular opportunities to appreciate and learn about diversity in their own community as well as in the wider world.

At Richmond Hill Primary Academy we believe that RE is the education of pupils about religion and not about promoting a belief in God, nor about changing pupils' own faith and religious traditions. The teaching of religious education is statutory under current education legislation.

The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE) which is responsible for producing its own local Agreed Syllabus for RE. As an Academy, we choose to follow this.

Aims

- To develop the children's knowledge and understanding of people's beliefs, values and practices.
 - To enable the children's own spiritual, moral, cultural and social development
 - To develop the pupil's respect and sensitivity towards other people's beliefs, values and practices.
 - To develop the children's knowledge and skills
- To foster self awareness, respect for all, open-mindedness and appreciation and wonder

Objectives

- That religious education is available to all children at each Key Stage.
- That no assumptions are made about personal commitments of teachers or children.
- That this subject contributes towards the spiritual, moral, social and cultural development of the pupils.
- To begin with the pupils own experience and extend from this to the local and wider Community, supporting community cohesion
- To allow children to reflect upon the issues and information taught, relating them to their own beliefs and sense of identity.
- To promote a greater understanding of our increasingly religiously diverse and multicultural society.

Methodology

- The teaching of Religious Education is related to the ages and individual abilities of the children.
- Previous learning experiences are used as a basis for planning and developing work
- Pupils will be taught by exposition, investigation, observation and interaction.
- Visits and visitors to extend understanding of places of worship, customs and traditions are encouraged.
- Drama, art work, dance music, literature, and other cross curricula links may also be used to enhance the work.

- We follow the statutory requirement for RE of an hour each week.

Legal Requirements

- **Christianity should be covered at each Key Stage along with the other principal religions in Great Britain (Buddhism, Hinduism, Islam, Judaism and Sikhism).**
- **Schools have to provide parents with an annual assessment of their children's attainment and progress in RE**

Planning

This has been reorganised to ensure that all principal religions are covered across all key stages (see attached tables to support revised Curriculum and Programmes of Study in the Doncaster Agreed Syllabus). Planning incorporates coverage of each religion from the Doncaster Agreed Syllabus 2013.

Key Stage 1	Christianity + at least one other world religion (Judaism or Sikhism recommended)
Key Stage 2	Christianity + at least two other world religions
Can also include study of a local religious community or incorporation of a particular child's religious beliefs where appropriate It is also recommended that pupils study secular philosophies such as humanism and other religious traditions such as Jainism and Zoroastrianism	

Each year group has been assigned a religion, along with Christianity, to focus on throughout the year, although staff can incorporate other religions to promote opportunities for comparisons and to celebrate religions of children in class.

Where possible, links have been made to the new curriculum.

Key Stage 1

Year 1 – Christianity and Hinduism

Year 2 – Christianity and Judaism

Key Stage 2

Year 3 – Christianity and Islam

Year 4 – Christianity and Sikhism

Year 5 – Christianity and Hinduism

Year 6 – Christianity and Buddhism

Lessons should include aspects from both Attainment Targets as follows:

Attainment Target 1: Learning **ABOUT** religion

Investigation into a religion; its beliefs, teachings, ways of life, practices and forms of expression.

Understanding knowledge and using specialist vocabulary

Attainment Target 2: Learning **FROM** religion

Reflecting on, interpreting and evaluating what they have learned

Learning to develop and communicate their own ideas

The Role of the Teacher

- The role of the teacher is that of educator.
- Under current legislation teachers have the right to exempt themselves from teaching religious education.

Resources

The main resources are located in the dining room cupboards. There is a box for each religion which includes books, artefacts, DVD's, pictures and anything else appropriate. There are also books in the religious education section in the library and resources in the Key Stage 2 folder on the server.

Information Communication Technology

Throughout school children have access to ICT facilities that develop skills and knowledge needed in RE. Specific software programs are also used by the children and teachers. The school has an up to date ICT Policy.

Differentiation

Each child is recognised as having different abilities and aptitudes which must be catered for. Children will be encouraged to make individual progress during RE lessons through a range of activities, irrespective of their starting level. During lessons, differentiation will be made in accordance with school policy, through additional resources, teacher support, CSA support, paired / peer support, adapted tasks, etc.

Special Educational Needs

Children with Special Educational Needs are carefully monitored. Initially differentiated work

will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case an Individual Education Plan will be drawn up for them by their teacher in consultation with SENCO.

The school has an up to date SEN Policy.

Equal Opportunities

The RE policy reflects whole school entitlement as described in the school's Equal Opportunity policy. Parents have the right to request that their children are withdrawn from religious education lessons.

Communication with Parents

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of formal ways:

- Termly parent/teacher meetings

- The annual written report
- Make them aware of our policy

Display

Displays of information and artefacts are used in school. It is appropriate that work in RE is displayed in and around school so that children can celebrate their achievements and have regular access to information about religions and the world around them.

The Role of the co-ordinator

To model good practice

To ensure the implementation of this policy

To ensure self and staff are up to date with current policy and practice

To monitor and evaluate practice within classrooms

To help with and monitor planning

To attend courses and lead staff INSET

To assess and sample pupil work as appropriate

To review this policy

To inform Governors on current policy and practice in RE

The co-ordinator responsible for this policy is Laura Vickers.

This policy will be reviewed on a biennial basis.