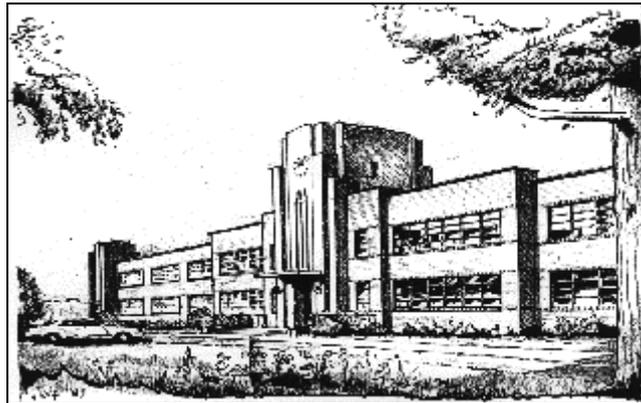


William Torbitt Primary School



RELIGIOUS EDUCATION POLICY

January 2015

Review January 2018

William Torbitt Primary School is a non-denominational school with children and staff from a variety of faiths. Religious Education is part of the basic curriculum and is provided for all pupils registered at the school, in accordance with the Redbridge Agreed Syllabus. RE has the same status and importance as any other subject and the same high standards are applied to RE as to all other subjects. It teaches children to respect and value a wide range of beliefs, as well as providing knowledge and understanding of their own and others' beliefs. Therefore the teaching of RE is not to attempt to alter a child's own beliefs, but an opportunity to celebrate and foster awareness of religions within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

AIM

As part of the London Borough of Redbridge, our school believes that RE makes a significant contribution to the development of the whole person. The Redbridge Agreed Syllabus expresses the following aim:

'The aim of Religious Education in schools is to promote the spiritual, moral, cultural and intellectual development of students by encouraging them to explore and respond to those aspects of religion and human experience which raise fundamental questions of belief and value.'

In essence, RE should:

- Encourage pupils to have confidence in their own sense of identity, as well as valuing and respecting diversity in others;
- Help pupils in their search for meaning and purpose in life;
- Not promote or undermine any particular religious stance;
- Be accessible to pupils and teachers of any religious persuasion or none;
- Help pupils to develop a positive attitude towards living in a society of diverse religions.

PLANNING AND DELIVERY

Continuity and progression

We plan our RE curriculum in accordance with the Redbridge Agreed Syllabus. We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Planning for RE is based on the two attainment targets in the Agreed Syllabus:

- Learning *about* religions;
- Learning *from* religions.

Learning *about* religions includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts of the lives of believers and communities, and the varying ways in which these are expressed.

It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning *from* religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth, and values and commitments, and communicating their responses.

Early Years Foundation Stage

We teach RE to all children in the school, including those in the Early Years Foundation Stage.

In the Reception class RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 0 - 5 years and with reference to the Redbridge Agreed Syllabus.

Contribution of Religious Education to teaching in other curriculum areas

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible links are made between RE and other subjects.

Spiritual, moral, social and cultural development

RE is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as other curriculum areas and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

Equal opportunities

RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress.

Planning and assessment

The Agreed Syllabus for Religious Education contains appropriate levels of attainment for the subject which will help teachers both plan and assess work.

Monitoring

The scheme of work, based on the Redbridge Agreed Syllabus is implemented across the whole school. The subject leader will monitor termly plans to ensure its implementation. Pupils' learning will be monitored through discussion with children and teachers, looking at work, and lesson observation.

The legal position of Religious Education

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that RE is compulsory for all children, including those in the Reception class who are less than five years old.

The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the Headteacher. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors.

Staff development

Teachers need to become familiar with the RE syllabus, as well as with the schemes of work and resources that support its implementation. With regard to this, the RE subject leader will:

- Audit colleagues' skills on a regular basis;
- Organise Inset where required;
- Provide guidance on RE courses;
- Provide support to staff on an individual basis as required;
- Keep abreast of curriculum developments and keep staff informed;
- Provide a strategic lead and direction in the subject.