



## Religious Education (RE) Policy

### Aims and objectives

- 1.1 At Foundry Lane we believe that Religious Education (RE) in its broadest sense embraces the whole way of life of the school. This is evident in the way we talk to the children, our sensitivity to their needs, our concern for their well being and our trust and confidence in them.
- 1.2 Each child and member of the school community must feel that they are valued and important members of our school community. Awareness of the value and importance of others in the community at large are developed as an outcome of this. Our aim is to develop: Understanding, tolerance and mutual respect through informed thinking.
- 1.3 Our school includes children from a variety of backgrounds and faiths and as a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils.
- 1.4 We accept that parents have the right to withdraw their children from parts of or all RE lessons and acknowledge that they are not legally obliged to state their reasons. Teachers can also exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers would feel comfortable with the type of Religious Education being taught at Foundry Lane Primary school.
- 1.5 The aims of Religious Education are drawn from the agreed syllabus 'Living Difference III' and should:
  - ) Support children's spiritual, moral, social and cultural development.
  - ) Encourage each child to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences.
  - ) Foster mutual understanding between students of differing religious and cultural backgrounds.
  - ) Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.

### The legal position of religious education

2.1 Foundry Lane Primary School provides Religious Education for all pupils registered at the school. The Education Act 1996 requires that Religious Education should be taught to all students, except for those withdrawn at the wish of their parents. Teachers' rights are safeguarded, should they wish to withdraw from the teaching of Religious Education. At Foundry Lane, R.E. is taught in accordance with the requirements of the LEA through the 'Living Difference III' agreed syllabus for Hampshire, Portsmouth and Southampton. This syllabus places an emphasis on the process of learning and teaching based on conceptual enquiry and the importance of pupils developing their own beliefs and values.

### Teaching and learning style

- 3.1 The curriculum is led by a conceptual methodology which helps the children to develop the skills of communication, application, enquiry, contextualisation and evaluation. Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of students so that all students make progress in their learning.

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**3.2** A range of teaching and learning strategies which are effective for inclusive teaching of religious education include:

- ) Visits to places of worship
- ) Representatives of religious traditions visiting to talk to the class and answer any questions the children have.
- ) The use of artefacts, books, stories, posters, artwork, persona dolls
- ) Use of drama, role play and dance
- ) Development of empathy, respect, and consideration through circle time discussions.
- ) Opportunity to express their ideas through art, music, poetry etc.
- ) Use of ICT through whiteboards, digital photographs, websites etc.
- ) Cross curricular links are made wherever possible with Literacy, history, PSHE, geography, art, music

**3.3** We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- ) setting common tasks which are open-ended and can have a variety of responses;
- ) setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- ) grouping the children by ability in the room and setting different tasks for each ability group;
- ) providing resources of different complexity, adapted to the ability of the child;
- ) using classroom assistants to support the work of individuals or groups of children.

**3.4** We have developed strong links with local churches and ministers in our local community, namely Shirley Baptist Church and St Boniface Roman Catholic Church. We visit Singh Sabha Gurdwara in Southampton and Romsey Abbey throughout the year and have been involved in various fundraising opportunities with representatives from Southampton City Mission.

## **Curriculum planning in religious education**

**4.1** The syllabus 'Living Difference III' reflects the fact that 'the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain'. Children will mainly study Christianity, Sikhism, Islam and Judaism, although they will also study some aspects from Hinduism and Buddhism through festivals and topics. The programmes of study have allowed a minimum of 36 hours per year for KS1 and 45 hours per year for KS2.

**4.2** The RE subject leader is responsible for interpreting the requirements of the 'Living Difference III' into a long term plan for the staff. The subject leader then plans and disseminates the medium term planning to all staff along with guidance for the intended outcomes for each unit of work.

**4.3** The class teacher takes responsibility for the short term planning and ensures that differentiated activities and assessment tasks are planned appropriately.

## **Foundation Stage**

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**5.1** We teach religious education to all children in the school, including those in the reception class.

**5.2** In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## **Contribution of religious education to the teaching of other subjects**

### **6.1 English**

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

### **6.2 Information and communication technology (ICT)**

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet. They also use ICT to review, modify, present and evaluate their work and to improve its presentation.

### **6.3 Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **6.4 Spiritual, moral, social and cultural development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in doing so they develop their knowledge and understanding of the cultural context of their own lives.

## **Teaching religious education to children with special educational needs**

**7.1** We ensure that our objectives, materials, resources and organisation enable all children to participate fully in RE taking into account their specific needs where possible. Learning support through teaching assistants and appropriate resources are available for children who need specific help in small groups.

**7.2** When considered appropriate, individual programmes are designed, implemented and followed through in the classroom, for both less able and more able children, by the class teacher with assistance from the RE subject leader and the Special Educational Needs co-ordinator.

**7.3** We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a

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visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We believe that every child is entitled to the full range of activities designed in the RE programmes of study, irrespective of their religion, race, gender, age or ability.

### **Assessment and recording**

**8.1** Teachers will use age related expectations included in the 'Living Difference III' to assess children's achievements in RE and the information gained from this assessment will inform future curriculum planning. Annual Reports will inform the parents about their child's progress in RE.

**8.2** We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment. We record each child's achievement at the end of each unit and use these to set new goals. We also pass all relevant information on to the next teacher at the end of the year.

**8.3** The RE subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school.

### **Resources**

**9.1** We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

### **Monitoring and review**

**10.1** The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Religious Education. S/he is responsible for supporting colleagues in the teaching of RE and for being informed about current developments in the subject. S/he provides a strategic lead and direction for the subject in the school. The RE subject leader presents the Head-teacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

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**Review:** September 2018