

Herne Junior School – Religious Education Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching of Religious Education at Herne Junior School.

Aim and Purpose of Religious Education (RE)

The aim of RE is to foster in pupils a reflective approach to life and enable and enrich this process through their study of living faiths, acknowledging the fact that the religious traditions in Great Britain are in the main Christian, and taking account of the teaching and practices of the other principle religions represented in the country. Through this approach we aim to help children develop understanding, empathy and respect the right of people to hold and practise beliefs different from their own.

□ RE aims to develop the children's skills, concepts and attitudes identified in the Agreed Hampshire Syllabus.

□ RE seeks to promote reflection, empathy, comprehension, investigation, interpretation and analysis. RE also aims to foster attitudes such as curiosity, open-mindedness, self-understanding, respect, wonder and appreciation, as these are fundamental to a fair minded study of religions and spiritual dimensions of human life.

Legal Requirement

The Education reform Act 1988 states that – *“The curriculum for every maintained school shall comprise a basic curriculum which includes provision for RE for all registered pupils in the school.”*

Local Authority Agreed Syllabus

In accordance with the Education Act (2006), the teaching of RE at Herne Junior School follows the LA Agreed Syllabus ‘Living Difference III’ (revised 2016).

Time Allocation

The time allocation for the teaching of RE at Herne Junior School is 45 hours per year, as recommended in the Agreed Syllabus ‘Living Difference’. This is made up of half termly RE Concept days.

Approaches for teaching Religious Education

All year groups study Christianity; the children also learn about Sikhism in years 3 and 4, and Islam in years 5 and 6.

The RE topics build on the children's own experiences and progressively develop an understanding of the key concepts, beliefs and values of the religions studied. In this way children learn to appreciate the significance of faiths to their believers. While RE is taught as a discrete subject, some concepts are linked to other areas of the curriculum and form part of the overall learning.

Strategies for the teaching of Religious Education

The predominant mode of working in RE is whole class teaching, although individual work and co-operative group work are used where appropriate. The teaching and

learning methods of RE is planned to employ a wide range of teaching methods including:

- Visits to places of worship
- Exploring religious artefacts
- Listening to religious stories
- Visits by members of faith communities
- Reflection on religious symbols
- Art and drama role play
- Using ICT where appropriate

Equal opportunities

The teaching of RE is planned with due regard for the school's policy for Equal Opportunities.

Pupils with special needs receive support from the class teacher to undertake work which is planned for their level of ability and which allows them to take an effective and valuable part.

Role of the RE Leader

- To take the lead in policy development.
- To ensure progression and continuity in RE through the development of the long term plan.
- To support colleagues with suggested medium term plans which each Year Group implements as they feel appropriate for their needs.
- To monitor progress in RE and advise the Headteacher on action needed.
- To take responsibility for the purchase and organisation of resources for RE
- To keep up to date with developments in RE and disseminate information to colleagues as appropriate.

Resources

There is a central store of RE resources located in the resource room. These include religious artefacts, books and posters; they are organised according to the religion to which they relate.

Each year group has an RE folder in their year group area of Teacher's Resources containing medium term plans and individual lesson plans, flipcharts and worksheets.

Continuity and progression

RE is planned to ensure continuity and progression. Pupils engage with Christmas and Easter in each year group but focus on different elements within each of these units.

Assessment, Recording and Reporting

- Assessment opportunities are identified on the medium term plans and assessment grids. Teachers will assess one piece of pupils' work per unit to monitor progress.
- The RE Leaders monitor the progress and attainment of pupils across the Key Stage in RE.
- The progress pupils make in RE is reported annually to parents through their child's annual school report.

Monitoring

- The RE Leader collects evidence of children's work to place in the subject folder, exemplifying standards.
- Discussions with staff will be used to identify where development work is needed.
- The RE leader will monitor if further resources and INSET are required to deliver the RE curriculum effectively.

Parental right of withdrawal

In accordance with the Education Reform Act 1988, parents should have the right to withdraw their children from the teaching of RE. In order to avoid misunderstandings, any parent wishing to withdraw their child may arrange a meeting with the Head Teacher in order to discuss:

- The religious issues about which the parent would object to his/her child being taught.
- The practical implications of withdrawal e.g. supervision and alternative activities.
- The circumstances in which the school can reasonably be expected to accommodate parental wishes.

Teachers right of withdrawal

In accordance with DFE circular 1/94, the legal right of teachers to withdraw from the teaching of RE is recognised. Any teacher wishing to withdraw must confirm this in writing to the Headteacher and Governors. In event of this right being exercised, the teaching of RE would be implemented by the Year group team/RE Co-ordinator after discussion with the Headteacher.

Date Reviewed: September 2018

Date of next review: September 2019