

BLACK HORSE HILL INFANT SCHOOL



R.E. POLICY

9th May 2019

Approved by Committee _____

6th June 2019

Approved by Full Governing Body _____

Signed _____ (Chair)

Signed _____ (Headteacher)

WIRRAL PRIMARY SCHOOL

POLICY DOCUMENT for RELIGIOUS EDUCATION

1 INTRODUCTION

In accordance with the Education Reform Act (1988) and the School Standards and Framework Act 1998 each school must provide Religious Education as part of the Basic Curriculum for all registered pupils at the school.

The syllabus followed in Black Horse Hill Infant School is the Wirral Agreed Syllabus for Religious Education. This was introduced in September 1993 and updated in September 2013.

2 PHILOSOPHY

The Education Reform Act (1988) begins with the condition that the school curriculum should:

"Promote the spiritual, moral cultural, mental and physical development of pupils in school and prepare pupils for the opportunities, responsibilities and experiences of adult life".

The 1996 Education Act states that schools must provide religious education for all registered pupils, although parents can choose to withdraw their children. Schools, other than voluntary aided schools and those of a religious character, must teach religious education according to the locally agreed syllabus. Each agreed syllabus should reflect 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 represented in Great Britain.

Religious Education has an important role in contributing to these requirements. ' It makes a distinctive contribution to the whole school curriculum by developing pupils knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. '

Religious education helps pupils to recognise, respect and value similarities and differences in the search for truth and meaning and to recognise the value of religious belief to believers. Religious education does not seek to urge religious beliefs on pupils or to compromise the integrity of their own faith by promoting one religion over another.

daily lives. Explain how their own actions, thoughts and feelings affect themselves and others.

- Begin to recognise that a belief in God is important for many people and show awareness of the important place of trust in life, and understanding of a religious person's trust in God.
- Begin to recognise that there is a right and wrong response in certain situations and that religion can offer answers to important questions and affect how they and others behave. Begin to share thoughts and feelings, and show respect for the views of others.
- Identify special features of a religious community including the importance of commitment and the way in which care and concern is expressed within a community.

2.3 Learning Across The Curriculum

At Black Horse Hill Infant School we promote learning in the following areas of the curriculum through RE, as recommended in the QCA Non-Statutory Guidance on Religious Education. (2000)

2.3.(i) Promoting Pupils; Spiritual, Moral, Social and Cultural Development (*refer also to schools' policy on Pupils' spiritual, Social and Cultural Development*)

R.E. provides opportunities for:

- *Spiritual development*, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society;
- *Moral development*, through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables them to make reasoned and informed judgements on religious and moral issues;
- *Social development*, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- *Cultural development*, through fostering pupils' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Pupils explore issues within and between faiths, developing their understanding of the cultural contexts within which they live.

2.3(ii) Promoting Pupils' Personal, Social and Health Education and Citizenship

R.E. deals with religious and moral beliefs and values that underpin personal choices and behaviour (e.g. relationships), social policies and practices (e.g. crime and punishment), concepts and patterns of health (e.g. use of drugs).

Beliefs about the nature of humanity and the world influence how we organise ourselves and relate to others locally, nationally and globally. Issues in R.E.

therefore contribute to social and political awareness (e.g. rights and responsibilities).

R.E. also contributes to pupils' understanding of Europe and the world. Religious and moral issues in R.E. are worldwide. It is not possible to understand the nature and significance of European identity without studying religion.

R.E. promotes the values and attitudes needed for citizenship in a democratic society by helping pupils to understand and respect people of different beliefs, practices, races and cultures. Similarities and differences in commitment, self-understanding and the search for truth and meaning can be recognised, respected and valued for the common good.

2.3(iii) Promoting Key Skills

The prime purpose of using key skills in R.E. should be to enhance the quality of learning in R.E.

Communication

In R.E. pupils encounter a range of distinctive forms of written and spoken language, including sacred texts, stories, history, poetry, creeds, liturgy and worship. These are powerful uses of language, linked to fundamental human needs and aspirations.

R.E. has distinctive concepts and terminology, which stimulate pupils to use their language skills to reflect on their own experiences, and to help them understand and appreciate their cultural backgrounds.

In particular, pupils learn to talk and write with knowledge and understanding about religious and other beliefs and values; to discuss many of the fundamental questions of life; to construct reasoned arguments; to think reflectively and critically about spiritual, moral, social and cultural issues; and to present information and ideas about these issues in words and symbols. Moreover, R.E. emphasises that truly effective communication also includes an empathetic understanding of people and the issues that concern them.

Information and communications technology

R.E. provides opportunities for pupils to use and develop their information and communication technology (ICT) skills. In particular, ICT can support the activities of finding information about beliefs, teachings and practices and their impact on individuals, communities and cultures. ICT can help pupils to communicate and exchange information and understanding with others and to investigate and record data. Many faith communities use ICT on a worldwide basis. The children use a range of secondary sources of information within R.E. lessons to gain knowledge and understanding and promote discussion.

Working with others

R.E. provides opportunities for pupils to work cooperatively, sharing ideas, discussing beliefs, values and practices and learning from each other. The children at Black Horse Hill Infant School often work collaboratively during R.E. lessons.

Improving own learning and performance

R.E. includes learning about taking responsibility for oneself and others. The beliefs and values studied are the foundation for personal integrity and choice. Such study is personally challenging and relevant to many aspects of learning and achievement throughout life, including future careers.

Problem solving

R.E. deals with religious and moral beliefs and values that underpin individual problem solving and decision-making. Examples include the areas of sexual relationships, bringing up children, striving for ideals, and facing bereavement.

2.3(iv) Promoting other aspects of the curriculum

Thinking skills

R.E. is an academic subject, based on learning about and understanding Christianity and the other principal religions of the United Kingdom. The study of religion is a rigorous activity involving a variety of intellectual disciplines and skills. These include studying the sacred texts of the world; understanding the development, history and contemporary forms of believing; studying philosophy and ethics; and undertaking phenomenological, psychological and sociological studies in religion. Skills of research, selection, analysis, interpretation, reflection, empathy, evaluation, synthesis, application, expression and communication are promoted.

Financial capability

R.E. deals with the issues of the value and proper use of personal property, including money. These include means of acquisition, responsible use, taking care of others and giving to charity.

Enterprise education

How and why human beings work for themselves and others is a fundamental question of beliefs and values, to which learning in R.E. makes a contribution in its study of religions and other belief systems.

Creative thinking skills

The range of beliefs and values studied in R.E. cover questions of human nature and personality, personal fulfillment and vocation, sources of inspiration and discovery, and the connection between beliefs, values and the arts.

Education for sustainable development

How human beings treat each other and their environment and use the world's resources depends on their understanding both of the worlds and their own significance. Such significance is reflected in the beliefs and stories about the origin and value of life.

2.4 Entitlement

Religious Education, in accordance with Government legislation, is in the main broadly Christian but will "seek to ensure that it promotes respect, understanding and tolerance for those who adhere to different faiths" (D.F.E. Circular 3/89). All pupils will be taught R.E. irrespective of their race, gender or special need unless parents choose to remove their child from such lessons.

In any community, foundation or voluntary school the LA and the governing body shall exercise their functions with a view to securing and the Head teacher shall secure that each pupil on each school day takes part in an act of collective worship.

THE PLACE OF RELIGIOUS EDUCATION WITHIN THE SCHOOLS CURRICULUM

The Education Reform Act (1988) begins with the condition that the school Curriculum should:

"Promote the spiritual, moral, cultural, mental and physical development of pupils in School and prepare pupils for the opportunities, responsibilities and experiences of adult life"

The content and aims for Religious Education are determined by the LEA Agreed Syllabus for Religious Education. The Wirral Agreed Syllabus for R.E. is available for scrutiny by parents, on request.

The School Policy Document for Religious Education is also available on request and contains further details on provision of R.E. at school.

Work covered in Religious Education reflects the fact that:

"Religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain." ERA [Section 8(3)]

3 Management and Administration

3.1 Role of the Team Leader (see also *Job descriptions file*)

- (i) Understanding the requirements of the Wirral Agreed Syllabus for R.E.
- (ii) Preparing policy documents, curriculum plans, schemes of work etc for the subject.
- (iii) Encouraging staff to provide more effective learning opportunities for all pupils, to develop valid activities appropriate for children at different stages of development and which enable pupils to progress in the subject and to have regard to the three principles for inclusion:
 - (a) Setting suitable learning challenges;
 - (b) Responding to pupils' diverse learning needs;

- (c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At school the R.E. Team Leader will be responsible for collecting together good Ideas, activities or approaches to the subject. In addition they will

Also:

- Help colleagues to develop their subject expertise
- Ensure common standards and formats for recording, assessment and reporting are used
- Ensure that the statutory requirements for assessment, recording and reporting are carried out
- Liaise with other teachers of this subject area
- Where appropriate, produce reports on the subject in the school, e.g. to governors
- Communicate important developments in the subject, e.g. through staff meetings, distributing information, using notice boards and the school website
- Organise and monitor professional development in the subject
- If required, produce annual development plans including costing and priorities which can help inform the school development plan
- Liaise with relevant organisations regarding the subject, e.g. advisory teachers, inspectors, QCA, Wirral SACRE and libraries
- Advise on the contribution of RE to promoting learning across the curriculum
- Produce or help to produce relevant documentation for the subject
- To plan and promote an understanding of Religious Education for parents

3.2 Planning

In order to ensure progression in Religious Education throughout the school Black Horse Hill Infant School currently use the September 2013 Wirral Agreed Syllabus for Religious Education for Foundation 2 and Key Stage 1. Further details of how programmes of study are covered will be found in teacher's individual plans and with the Team Leader.

3.3 Teaching and Learning Styles

Good teaching and learning in R.E. is important. The quality of teaching of RE should match that in other National Curriculum subjects. Good teaching and learning in Religious Education stems from the 'climate' of the school and the respect

and reverence for people's feelings which prevail. Children receive important messages in this way.

If pupils are to gain maximum access to the Religious Education curriculum and demonstrate achievement, careful planning and thoughtful, imaginative teaching will be essential, as with all other areas of the curriculum.

Books, DVDs, ICT resources, posters, CDs etc are all valuable resources when used appropriately to the children's ability and understanding. Artefacts can be a particularly useful source for learning. However, the teacher must be aware that many religious artefacts are sacred and must be treated with sensitivity. Pupils can benefit from meeting and listening to visitors in school. A personal encounter with someone who can communicate some aspect of their faith can enlarge a pupil's understanding and inspire curiosity and imagination. Visits to places of worship can also be a form of active learning as can making and tasting food, testing the feeling of silence, listening to sounds and conducting surveys and interviews. All teachers set a range of activities which enable pupils to discuss and communicate understanding in a variety of ways.

3.4 Curriculum Planning

R.E. is taught tactfully on a weekly basis by the class teacher. Some units of work may also be linked to other areas of the curriculum or themes. R.E. can be enriched with forms of dance, art, drama, ICT, music and scientific observation. These approaches can help with pupils developing understanding and make effective use of curriculum time. RE promotes learning across the curriculum as described in Section 2.3 above.

3.5 Use of Language in Religious Education

R.E. is especially linked to the use of language and the development of language skills.

Pupils should be taught to express themselves clearly in both speech and writing, and to develop their reading skills. They should be taught to use grammatically correct sentences and to spell and punctuate accurately in order to communicate effectively in written English R.E. provides a wide range of experiences for developing these skills.

- Pupils' ability to learn about and from religion is closely linked to their ability to use language.
- R.E. is the stimulus for pupils to use their developing language skills to reflect on themselves and their own experience and contribute to their spiritual, moral, social and cultural development.
- In R.E. pupils experience a powerful, rich and distinctive range of language, both written and spoken, such as stories, poetry, texts, prayers, creeds, history, worship and liturgy.

- They have the opportunity to listen to, read, talk about and reflect on sacred texts and other printed sources. There are cross-curricular links with Literacy for example writing poetry/prayers and re-enacting scenes from the bible.
- The language of respect is essential in R.E. and pupils are encouraged to respect themselves, their traditions and the beliefs of others in an open and inclusive way.

3.6 Links with collective worship

See School Policy on Collective Worship.

At appropriate times, obvious links between R.E. and the school's collective worship are fostered. Such occasions include some of the religious seasons and festivals. At times pupils who have done work on a particular religious theme or person may present this in some form during collective worship.

This process is aided by and recorded on the Collective Worship Planner provided termly and recommended for use by Wirral LEA.

3.7 Educational Inclusion through Religious Education: Special educational needs, Equal Opportunities: Education for a culturally diverse society.

All pupils are entitled to the same broad and balanced curriculum as other pupils and this includes Religious Education. However, entitlement does not automatically ensure access to it or progress within it. If pupils are to gain maximum access and demonstrate achievement, careful planning and thoughtful, imaginative teaching will be essential.

At Black Horse Hill Infant School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In Religious Education the Wirral Agreed Syllabus is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the Wirral Agreed Syllabus programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges;
- B. responds to pupils' diverse learning needs;
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

All medium term planning sheets used at Black Horse Hill Infant School contain the reminder to make R.E. inclusive in this way.

In a 'mainly Christian' syllabus teachers need to ensure pupils of that faith do not develop feelings of superiority. Materials from all faiths need to be handled with sensitivity and care in order to convey the respect to which all faiths are entitled. At all times pupils should be encouraged to develop a tolerance and respect for the

rights of other people to believe and practice their own religion or to choose not to believe or practice any religions at all.

A Setting Suitable learning challenges

Teachers will teach the knowledge, skills and understanding of Religious Education in ways which suit their pupils' abilities. Where necessary, knowledge, skills and understanding may be chosen from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where pupils with special educational needs make extensive use of content from an earlier key stage we recognise that there may not be time to teach all aspects of the age-related programmes.

For pupils whose attainments are significantly below the expected levels a much greater degree of differentiation will be necessary. In these cases teachers may use the programme of study as a resource or to provide a context in planning learning appropriate to the age and requirements of their pupils. For pupils whose attainments significantly exceed the expected level, teachers will plan suitably challenging work. They may draw on material from higher levels of study or plan differentiation by extending the breadth and depth of study in Religious Education or plan work which draws on the content of other subjects.

B Responding to pupils' diverse learning needs

At Black Horse Hill Infant School the teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

In order to ensure that they meet the full range of pupils' needs teachers are aware of the requirements of the relevant equal opportunities legislation including the Sex Discrimination Act, 1975; the Race Relations Act 1976 (July 2003), the Disability Discrimination Act, 1995 (Updated 2002) and the Equality Act, 2010.

Teachers will take specific action to respond to pupils' diverse needs by:

- a) securing their motivation and concentration;
- b) Creating effective learning environments;
- c) providing equality of opportunity through teaching approaches
- d) using appropriate assessment approaches;

- e) Setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

C Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an addition language teachers will take account of these requirements by:

- a) Making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities.
- b) Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning Religious Education.

Religious Education is in a special position to contribute to the elimination of racism, sexism and all forms of unfair discrimination in society by leading pupils to a greater understanding of the global community and promoting equality.

Religious Education can play a central role in preparing all pupils for life in today's multiracial Britain and can also lead them to greater understanding of the diversity of the global community. Religious Education can also contribute towards challenging and countering the influence of racism in our society. (*Swann Report 'Education for All' 1985*)

See: School Policy Document for Equal Opportunity and 'Promoting Racial Equality'.
See Learning for Living, Wirral Curriculum Policy document.
See also School Policy Document for Special Educational Needs.

3.8 Early Years

Foundation 2

It is a legal requirement to teach Religious Education to children in Foundation 2 classes. These children will gain access to the same curriculum as that being implemented throughout the school.

Foundation 1

It is not a legal requirement for Foundation 1 aged children to follow the Agreed Syllabus for R.E. However, a satisfactory curriculum for these children will provide the foundations of spiritual and moral education by helping to foster values such as honesty, fairness and respect. Well chosen stories and sensitive discussion of incidents that arise in school are used to help children distinguish right and wrong behaviour. In all aspects of the curriculum Foundation 1 children can be encouraged to explore ideas and feelings such as sharing, happiness, anger and sorrow.

The social development of pupils is a central aim in the educating of Foundation 1 children at school. It is crucial to develop attitudes of co-operation, good social behaviour and self-discipline. Young children must learn to respect their own cultural background as well as those of others. Social and cultural development can be fostered through activities such as art, music, play and stories in R.E.

3.9 Involvement of local and wider community

Pupils can benefit from meeting and listening to visitors to school. A personal encounter with someone who can communicate some aspect of their faith can enlarge a pupil's understanding and inspire curiosity and imagination. A visit to places of worship can also be a form of active learning. A practical approach to caring within the local community can be a result of work done in the classroom. Every other week 'Open the Book' group from St. Michael's church in Newton re-enact a story from the Bible and sing songs about God and Jesus. This involves the children performing as well.

3.10 Display of pupil's work

Lively displays of work done in R.E. covering all abilities and ages will communicate learning processes and achievement. A child's work related to a religious topic or festival is often displayed inside their classroom or in some cases around the school. Religious learning experiences can also be captured on digital camera and some photographs taken are used as part of a display.

3.11 Time allocation

The time allocated to the teaching of Religious Education reflects its equal status with the foundation subjects and the requirement to provide sufficient time to cover the requirements of the Wirral Agreed Syllabus for R.E.

The Dearing Report (1995) recommended:

36 hours per year will be devoted to RE at Key Stage 1.

For this reason Key Stage 1 staff will aim to allow the equivalent of 40 minutes each week for the teaching of RE. This can be blocked over a period of weeks.

4 Assessment, reporting and recording

4.1 Assessment

Assessment in R.E. is in the context of the whole school assessment policy. There are statements of expectation for each dimension and provide the basis for the attainment target and the Assessment scale for R.E.

The assessment scale will be used to identify appropriate learning objectives and to provide a sense of pitch for the learning activities.

Assessment in R.E. at Black Horse Hill Infant School is in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- To enable pupils to reflect upon and celebrate achievement
- To enable termly plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils
- To communicate achievement and identify areas for further development to

pupils, parents and teachers

- To evaluate the effectiveness of teaching and learning

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are identified in the Wirral Agreed Syllabus Schemes of Work (or the School Scheme of Work).

4.2 Recording Attainment

An annual report relating to their child's progress in Religious Education will be sent to parents in the Summer Term. Parents will be given the opportunity to discuss their child's progress and see work during the spring term.

5 Resources

5.1 Staffing

The schools curriculum for R.E. is implemented by individual class teachers under the guidance of the R.E. Team, using the resources available.

5.2 Resources and their management

Relevant materials and literature may be found in the library and classroom stock cupboards.

Each classroom has a Bible appropriate to the age of the pupils.

There is available a complete, catalogued resource list for Religious Education. Resources include a range of literature, teacher and pupil materials, artefacts and a variety of audio and visual material for:

Christianity; Chinese New Year; Hinduism.

Use of artefacts

A stock of relevant artefacts is available for use to support the teaching of all topics and religious festivals. These are either provided by the school or the artefact loan collection in the Wirral Library Service and can be a great asset to the quality of teaching and learning in R.E. The handling of artefacts should be undertaken in a sensitive and informed manner, guided by the R.E. Team Leader when needed.

6. Inset

The school promotes the participation of the Team Leader in all LEA In-service opportunities for R.E. Dissemination of major inset features takes place during school staff development days, staff meetings or year group planning sessions. The Inset Team Leader/Deputy Headteacher maintains a log of all such activities.

7. Review/evaluation of Policy Document

Review of this policy will be part of a two-year cycle for review of all school policies.

Sarah Lucan-Pratt
30.4.2019