

## Religious Education Policy

Designated Members of Staff: G Pearman, N Howard

The principal aim of Religious Education in Gloucestershire is to engage pupils with questions arising from the study of religion and beliefs so as to promote their spiritual, moral, social and cultural development (Gloucestershire RE Agreed Syllabus Revision 2011-16).

### Aims:

- To give children a depth of understanding and insight into religion and belief, and their impact in the lives of believers and society.
- To ensure pupils are confident and thoughtful about, and able to express, their own beliefs.
- To encourage pupils to act in accordance with their beliefs.
- To ensure pupils are interested in and respectful towards the beliefs of others.
- To enable pupils to think for themselves and recognise when others may be trying to influence them.
- To give pupils opportunities to encounter people of different beliefs and lifestyles, fostering social cohesion.

### How RE is taught at Woodmancote

At Woodmancote, Religious Education is provided in line with the Gloucestershire Agreed Syllabus 2011 - 2016 which covers religious beliefs, practices and lifestyles. The majority of time is given to content relating to Christianity but Judaism is also studied at Key Stage 1 and Islam, Hinduism and Judaism at Key Stage 2.

Religious Education is taught in four study units during reception, seven in Key Stage 1 (plus 3 celebration units - Harvest, Christmas and Easter) and nine study units throughout Key Stage 2 (plus 3 celebration units - Harvest, Christmas and Easter). Most study units relate to Christianity in relation to at least one other religion. Other units teach about each faith separately.

We emphasise the links between the content in Religious Education and the everyday life of the children. To avoid fragmentation, each study unit is taught cohesively within the subject of Religious Education, though some study units relate naturally to other areas of the curriculum, providing cross-curricular links. We adhere to the recommended teaching hours (36 hours per year in FS and KS1 and 45 hours per year in KS2) as outlined in the Gloucestershire Agreed Syllabus, which may be split over weekly sessions or blocked at a convenient point in the term.

Our styles of teaching and learning are sensitive to the beliefs and practices of others and enable all children, irrespective of their own faith background, to benefit educationally. Religious Education activities draw upon other curriculum areas such as reading, writing, speaking and listening, drama and art. Written work is done in topic books in FS and KS1 and in RE/PHSCE books in KS2 (RE at front, PHSCE at back).

### **The contribution RE makes to Spiritual, Moral, Social and Cultural Development:**

Religious Education contributes towards the Spiritual, Moral, Social and Cultural development of children by encouraging attitudes of sensitivity, empathy, reflection and response. It encourages the development of self-awareness, respect for all, open mindedness and appreciation and wonder.

#### Opportunities for Spiritual development

- Learning about and reflecting on concepts, experiences and beliefs that are at the heart of religious practices
- Encouraging children to take responsibility for the development of their own beliefs
- Valuing relationships and a sense of belonging
- Developing views and ideas on religious issues

#### Opportunities for Moral Development

- Valuing diversity and engaging in issues of truth, justice and trust
- Developing virtues such as truth telling, respect and listening to others
- Considering the importance of rights and responsibilities and developing a conscience
- Exploring the influence of family, friends, media, sacred texts and religious leaders
- Promoting racial and religious respect

#### Opportunities for Social Development

- Considering how religious and other beliefs lead to particular actions
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as common ground between them

#### Opportunities for Cultural development

- Encountering people, literature, the arts and artefacts from different cultures
- Promoting racial and interfaith harmony and respect for all
- Contributing positively to community cohesion

#### Promoting citizenship through RE

- Developing children's knowledge and understanding about the diversity of identities in the UK and the need for mutual respect and understanding
- Enabling children to think about resolving conflict fairly
- Exploring the rights, responsibilities and duties of citizens
- Enabling children to justify personal opinions

### **Teaching RE to children with Special Educational Needs (Inclusion):**

We aim to provide a broad and balanced education to all children, and RE is part of this. Through our RE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We use a range of strategies to support pupils. A few of these, particularly relevant to RE are:

- \* The use of appropriate vocabulary at varying levels of difficulty during lessons
- \* Modified text passages as expected in other curriculum areas
- \* Different levels of written or oral questions for pupils
- \* Use of support for pupils with English as an additional language
- \* Varying levels of adult support or peer support

### **Teaching RE to children who are deemed to be Gifted and Talented:**

To ensure challenge for all pupils, including those who are gifted and talented, teachers provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils are encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts. Teachers encourage gifted or talented pupils to communicate

their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.

### **Health and Safety Considerations:**

All activities undertaken in RE lessons will be planned by a teacher who is responsible for ensuring the school health and safety guidelines are adhered to. Trips, visits and field work will be risk assessed (as will any other activity in a RE session, that it is deemed necessary to risk assess, e.g. preparing food for a theme day, use of candles).

### **Resources:**

Visits to and visitors from local churches and other faith communities are very important. Collections of religious artefacts and teacher reference materials are in the R.E. cupboard in the computer suite. Children's books, including two class sets of Bibles, are also in the R.E. cupboard. Children are taught to handle religious artefacts with care, consideration and respect.

### **Assessment and Recording (including marking):**

Work is marked using 'tickled pink' and 'green for growth', this shows children what they have achieved and where there is room for improvement. Teachers assess through observation, discussion with pupils and evidence shown in written and practical tasks. Where drama and class/group discussion are used in lessons assessment notes are taken by the teacher and photographs may be used as a record. Each study unit contains clear learning outcomes plus a guide to expectations. Our school 'age related expectation overview' is used as an assessment tool and is tracked using target tracker. Annual Reports to parents provide information regarding the pupils' achievements and indicate if children are working below, at, or above national expectations.

### **Related documents:**

Gloucestershire RE Agreed Syllabus and 2011 update  
Woodmancote School RE curriculum overview  
Religious and cultural festivals at Woodmancote, RE trips and visitors at Woodmancote (both on server)

### **Monitoring and Evaluating RE:**

Monitoring and evaluating this subject will be in line with our Monitoring and Evaluating Policy.

### **Safeguarding:**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

The content of the curriculum.

The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.

Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

**Equal opportunities:**

At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

WOODMANCOTE SCHOOL RESPECTS THE LEGAL RIGHT OF PARENTS TO WITHDRAW THEIR CHILD FROM RELIGIOUS EDUCATION.

Parents should inform the Head teacher and alternative arrangements will be made to ensure the welfare of these children during the time when Religious Education is taught.

Whilst it is hoped that all members of staff will wish to participate in teaching our Religious Education scheme of work, it is understood and respected that there may be occasions when members of staff might feel uncomfortable about aspects of this so have the right to withdraw from teaching Religious Education or parts of the Religious Education programme.

**Review:**

This policy will be reviewed at 3 yearly intervals

The chair of governors and Head teacher are responsible for the review.

Date: February 2016

Signed.....Chair of Teaching and Learning

Reviewed: May 2013

Reviewed: May 2009

## DAILY ACT OF WORSHIP

Monday

8.55am

A KS1 service lead by the "Open the Book Group".  
Teachers meet with TA's to discuss planning.

Tuesday

8.55am

KS1 - Dedicated PHSCE time - delivered by class teachers in classrooms.  
KS2 - singing assembly

Wednesday

8.55am

"Show and Tell". Each class, on a rota basis, shares what they have been doing in class with parents invited to watch.  
OR Festival / cultural assembly led by a member of staff / visitor to address a theme from our two year programme

Thursday

8.55am

KS2 - Dedicated PHSCE time - delivered by class teachers in classrooms.  
KS1 - singing assembly

Friday

8.55am

Praise Assembly - whole school, certificates and headteacher awards celebrated.

### Preparation for Assembly

We calm the children before leaving classrooms so that they approach and enter the hall quietly in an appropriate mood. We all sit without talking, listening to music. Assembly starts promptly. Teachers make clear our expectations through reminders about the purpose of assembly and by modelling appropriate behaviour, e.g. not talking to each other, giving full attention to the service bowing their heads or looking at the candle at times of prayer or reflection.

### Notices

We avoid giving notices to groups of children at assembly. (Children can be asked to stay sitting when others leave). Results of inter-school games and matches are given at assembly. Most awards are given out at Praise assembly, so we may celebrate achievement.

### Closing the Service

Assembly should take no longer than 15 minutes. The adult responsible for the assembly indicates the service is over. We applaud children for their contribution to assemblies, to thank them and show our appreciation.

Each teacher ensures his/her own class leaves the hall in an orderly manner. Teachers are at the front of their class line when leaving the hall, ready to stop and turn if children are noisy.

Revised Jan 2016

Review date Sept 2017