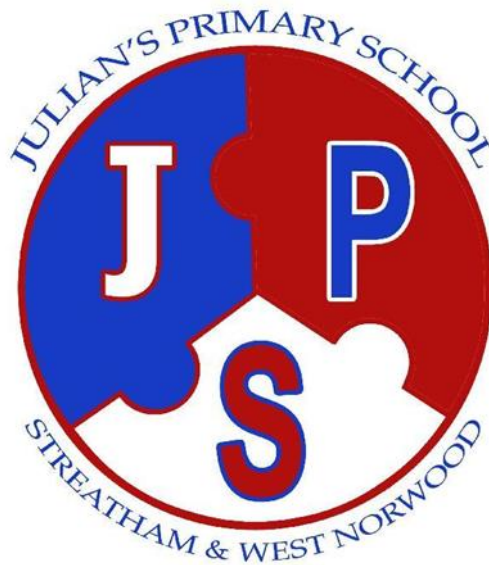


JULIAN'S PRIMARY SCHOOL

**Religious Education
Policy**



Introduction

Under the Education Act 1996 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 religious character, must teach religious education according to the locally agreed syllabus. The Lambeth Agreed Syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian while taking account the teachings and practices of the other principal religions represented in Great Britain.

Religious Education makes a distinctive contribution to the 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.

Values, Beliefs and Principles

In addition to our school values of Respect, Integrity, Creativity, Excellence and Resilience, the RE curriculum at Julians Primary School will enable pupils to grow and develop in their search for values. It will encourage the development of a positive ethos both within the school and the communities around. Our curriculum aims to:

- Develop pupil's knowledge, understanding and awareness of Christianity and the other principle religions represented in Great Britain (Sikhism, Judaism, Islam, Hinduism and Buddhism)
- Develop a positive attitude towards other people and respecting their right to hold different beliefs from their own
- Uphold British Values, in particular, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

It also aims to contribute to pupils' spiritual, moral, cultural and social developments by:

- Reflecting on their own beliefs, values and experiences in the light of their study
- Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them

Our curriculum endeavours to remember and address the needs of pupils of all faiths and cultural backgrounds, gender, disability or special need. It has a commitment both to raising standards and providing equality of opportunity for all.

It is important to remember that it is not the place of R.E. to nurture pupils into a particular standpoint, still less into a system of belief that they will be required to accept. However, we are required to promote the spiritual and moral development of pupils so they may develop their own views as believers as they move into adult life.

Repertoire, Range of Teaching

The topic areas studied throughout the school follow the guidelines laid down by the Lambeth Agreed Syllabus for Religious Education. In line with legal regulations each class will study Religious Education for up to one hour per week which is equivalent to up to 5% of total teaching time.

The exciting and challenging programmes of study will offer a range of experiential teaching and learning strategies. Our suggestions include possible activities which teachers may find helpful in fulfilling the requirements of the R.E. curriculum. These involve:

- Bringing pupils into first hand contact with the people and places from the faith studied
- Enabling pupils to have time and space to share views and feelings and discuss issues raised in the light of beliefs of the religions studied

Resources

It is important the pupils are introduced to the sacred objects of the faith as well as artefacts such as posters and books.

A resource box for each religion is available. Each box contains a variety of resources ranging from objects, children's books and videos to photocopiables and teacher information packs. These boxes are located in the store room near the staff room.

Home/school

We aim to encourage children and parents to participate in sharing their knowledge, views and feelings about their own culture/religion. We recognise that the experiences at home can be used to develop learning in school.

It is important to provide positive relationships with parents in order to work effectively with them and their children. No child should be excluded or disadvantaged because of their culture or religion.

Planning

At Julian's Primary School three levels of planning have been defined.

Long Term Planning

The school follows the Lambeth Agreed Syllabus of R.E. This identifies the structure, progression and balance of our curriculum in year for Key Stage 1 and 2. *Reception follows the Foundation Stage Curriculum namely the areas of Knowledge and Understanding of the World and Personal, Social and Emotional Development.*

Medium Term planning

The medium Term planning is taken from the Lambeth Agreed Syllabus and has a detailed sequence of continuous units of work that each year group should cover over a half term.

Short Term Planning (Daily/Weekly)

These plans are related to learning outcomes, knowledge and understanding. Short term planning identifies learning objectives, key questions, activities, classroom management and resources needed to teach the unit.

The Lambeth Agreed Syllabus requires that in Key Stage 1 and 2 the key specific Christianity sections are compulsory. The curriculum is organised so that two of the specific 'Part 1 sections' are taught alongside Christianity in Key Stage 1. The remaining three of "Part 1" faiths and the five "Part 2" faith sections are taught in Key Stage 2 alongside Christianity Key Stage 2 sections.

Therefore by the end of Key Stage 2 pupils using the syllabus will have covered two Christianity sections and the ten "other faith" sections in Key Stage 1 and 2. The curriculum also contains "School Designated Units" which are also planned into the scheme of work as appropriate.

Assessment

Each class teacher carries out formative assessment through marking and observations. Summative assessment is undertaken at the end of each year when teachers assess against the programme of study objectives and is reported to parents/carers through end of year reports.

Through assessments the progression of a child's learning is monitored with regard to:

Learning about religions

This includes the ability to:

- Identify, name describe and give accounts, in order to build a coherent picture of each religion
- Explain the meaning of religious language, stories and symbolism
- Explain similarities and differences between and within religions

Learning from religions

This includes the ability to:

- Give informed and considered response to religions and moral issues
- Reflect on what might have been learnt from religions in the light of one's own beliefs and experiences
- Identify and respond to questions of meaning within religions

Monitoring and Evaluation

- *Lesson observation and feedback*
- A selection of photographs of display and RE class work
- Regular monitoring of teacher marking and assessment
- Teachers completing topic evaluation forms to assist with co-ordinators planning

July 2011

Updated December 2013

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