

Wellgate Primary School

RE Policy

January 2009

IMPORTANCE OF RE

The Education Reform Act, 1988 (Section 1) states that the curriculum of each maintained school should be balanced and broadly based and should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It should prepare such pupils for the opportunities, responsibilities and experiences of adult life.

Each school has a statutory responsibility to teach Religious Education as a subject in its own right. Religious Education, along with English, Mathematics, Science and Information and Communication Technology, forms the Basic Curriculum for all schools.

The content of Religious Education must then ensure breadth and balance across each key stage and throughout the key stages.

OVERALL AIM

It is important that we encourage an environment within our school community that allows pupils to learn from, and about, religion, not to persuade pupils to accept or reject a particular religious tradition.

GENERAL AIMS

Through Religious Education at Wellgate Primary School, we will help the pupils to:

- Acquire and develop knowledge and understanding of the principle religions represented in Great Britain;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principle religions represented in Great Britain;
- Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experiences and of how religious teachings can relate to them.
 - Responding to such questions with reference to the teachings and practices of religion and to their own understanding and experience.

- Reflecting on their own beliefs, values and experiences in the light of their study.
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

COLLECTIVE WORSHIP

	KEY STAGE ONE	KEY STAGE TWO
Monday	Whole School Assembly	
Tuesday	Hymn Singing	Assembly
Wednesday	Assembly	Hymn Singing
Thursday	Special Mention	Special Mention
Friday	Whole School or Phase Assembly Mixed	

The School Standards and Framework Act 1998 require most acts of collective worship in any one term to be "wholly or broadly Christian"; they must also be suitable to the "age, aptitude and family background" of the students.

ASSEMBLIES

All members of the teaching staff (unless they use their right to withdraw) and members of the community will participate in the delivery of school assemblies.

Through collective worship we aim to:

1. To enable pupils to develop a spiritual and social dimension to their lives and personal relationships.
2. To give due recognition to the active worship experiences of pupils and to draw upon these as appropriate.
3. To provide time and opportunity for reflection.
4. To help pupils to develop an awareness of, and a concern for, the need of others as well as their personal needs, at a local, national and global level.
5. To provide opportunities for pupils to experience an awareness of achievement, celebration and joy.
6. To provide opportunities for pupils with a moral framework which enables them to recognise the choice between right and wrong and good and evil.
7. To give pupils the experience of being active and important members of a caring community, through planning and presentation.
8. To promote anti-sexism and anti-racism by encouraging the full involvement of all groups within the school community.

The law gives to parents/carers a right to withdraw their children from all or some acts of collective worship. Similarly teachers have a right to refuse to participate in collective worship.

The head teacher, senior management team and members of the community will all participate in the delivery of school assemblies.

By virtue of its place within the school curriculum, collective worship must be seen primarily as an educational activity. It will seek to make links with curriculum areas and contribute to pupils' spiritual, moral, social and cultural development.

Worship in the sense of "reverence or veneration paid to a divine being or power" can only be something offered voluntarily by one who believes in a divine being or power. An act of collective worship within school can and should, therefore, do no more than provide an opportunity for such worship.

It is our policy that this school should use the diversity of cultures and beliefs within it, to demonstrate that we value these equally. There will therefore be many opportunities for pupils and staff to:

- › celebrate festivals important to them
- › recognise key figures important to them
- › express the social and cultural identity important to them

We, therefore, acknowledge that to promote any one system of beliefs, any one gender or any race above others is to diminish all others.

Themes for assemblies are planned by the Head teacher, Infant and Junior staff plan Infant and Junior assemblies, class assemblies reflect topic work done in class during the term, with hymns and prayers appropriate to their focus, and hymn practices reflect the songs and hymns chosen to accompany the various themes.

Singing and music are important elements within our collective worship. Music chosen by both staff and children should precede and end each act of worship. Children and staff who play instruments are encouraged to use their skills to accompany the singing of hymns.

CROSS CURRICULAR

The development of pupils' ability to learn about religions and to learn from religion is closely linked to the development of their ability to use language. For example the skill of expression increases the ability to explain concepts, rituals and practices. The quality of learning in RE can be improved by attention to the links between the development of language skills and the development of an ability to think, through the exploration of key concepts in RE.

In RE pupils encounter a range of distinctive forms of written and spoken languages including texts, stories, historical reports, poetry and prayer. This makes RE particularly useful as a source of ideas and materials for the Literacy Hour.

(QCA 1998)

RE may be found in most areas of the curriculum from literacy to music (collective worship, music of different cultures) history to Design Technology.

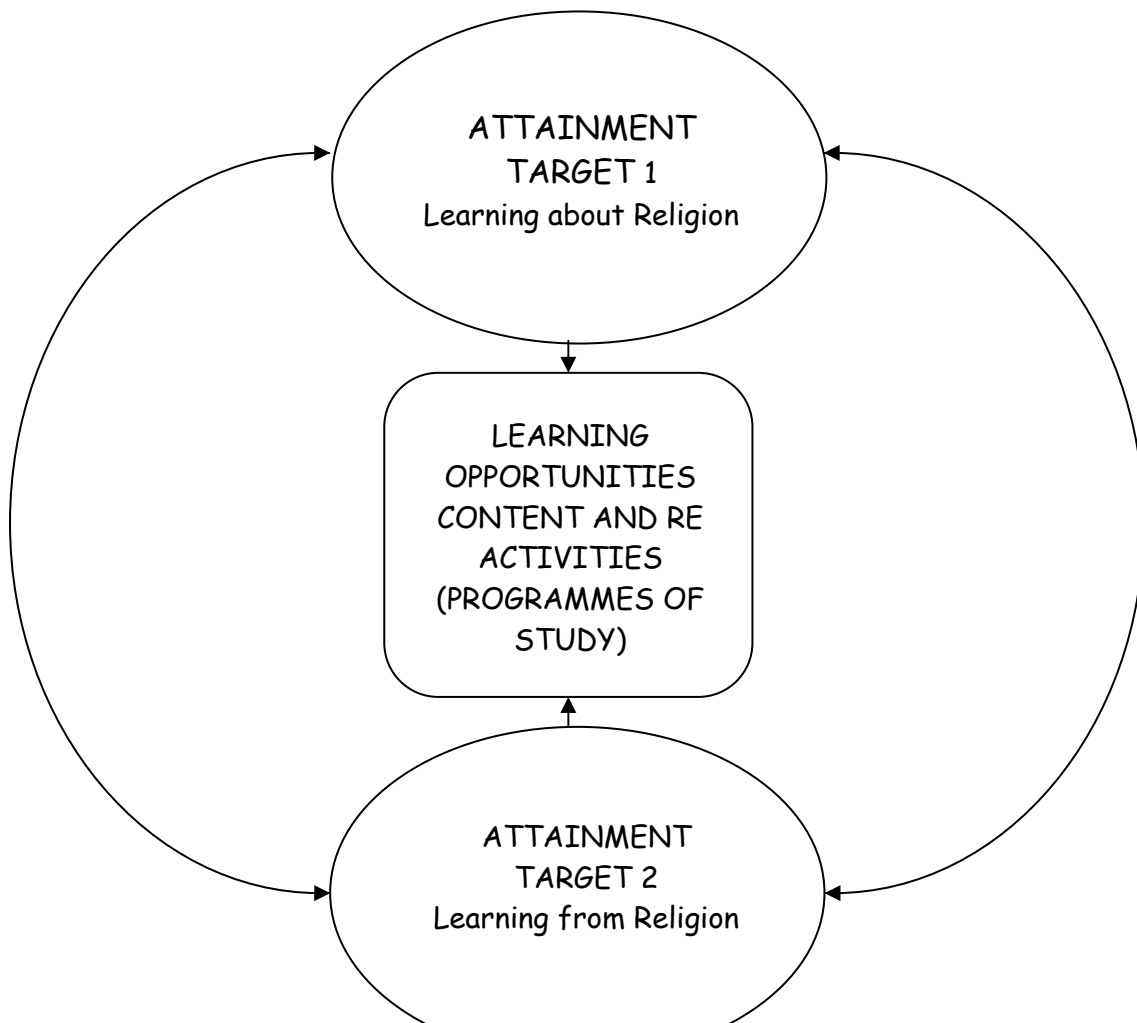
USE OF ICT

ICT may be used to research and understand religious through the use of CD-ROMS, internet, tapes and videos.

PLANNING

- Long Term planning is explicit in the Scheme of Work. We use the Barnsley syllabus.
- Medium Term planning details a term or half terms coverage. The learning objectives should be identified.
- Short Term planning should detail the structure of each lesson, explaining how individual learning needs will be met and any assessment. The learning objectives from the medium term should also be cross-referenced here to ensure complete coverage and progression of learning. Cross-curricular links should be identified.

THE RELIGIOUS EDUCATION PROCESS



TEACHING AND LEARNING

At Wellgate we are committed to discovering each child's potential through appropriate teaching and learning, by kinaesthetic, audio or visual. Each lesson should take into account these learning styles and the following attitudes should be promoted.

Commitment:

- Understanding the importance of commitment to a set of values by which one lives one's life.
- Willingness to develop a positive approach to life.
- The ability to learn, while living with certainty.

Fairness:

- Listening to the views of others without prejudging one's response.
- Careful consideration of other views.
- Willingness to consider evidence and argument.
- Readiness to look beyond surface impressions.

Respect:

- Respecting those who have different beliefs and customs.
- Recognising the right of others to hold their own views.
- Avoidance of ridicule.
- Discerning between what is worthy of respect and what is not.
- Appreciating that people's religious convictions are often deeply felt.
- Recognising the needs and concerns of others.

Self-understanding:

- Developing a mature sense of self-worth and value.
- Developing the capacity to discern the personal relevance of religious questions.
- Willingness to value insight and imagination as ways of perceiving reality.

Enquiry:

- Curiosity and desire to seek the truth.
- Developing a personal interest in metaphysical questions.
- An ability to live with ambiguities and paradox.

- The desire to search for the meaning of life.
- Being prepared to reconsider existing views.
- Being prepared to acknowledge bias and prejudice in oneself.
- Identifying key religious values and their interplay with secular values.

Expression:

- The ability to explain concepts, rituals and practices.
- The ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.

By the end of Key Stage 1, pupils will increasingly have had opportunities to:

- ❖ Learn about Christianity and one other principal religion in depth.
- ❖ Encounter some special events, places, people and objects connected with the religions studied.
- ❖ Listen and talk about some stories from religious traditions, and begin to identify similarities and differences.
- ❖ Reflect on, and talk about puzzling questions, which arise from their study of religions, own experiences and encounters with the natural world.
- ❖ Think about themselves, their feelings and their relationship with others, and begin to develop positive attitudes to diversity and difference, giving careful consideration to the views of others.
- ❖ Develop the power to recognise and talk about feelings such as love, wonder, forgiveness and sorrow.

By the end of Key Stage 2, pupils will increasingly have had opportunities to:

- ❖ Learn about and develop their knowledge of Christianity and two other religions in depth.
- ❖ Encounter key events, places, people and objects connected with the religions studied and discuss their purposes and functions.
- ❖ Consider the meaning of symbols, stories and festivals for members of faith communities.
- ❖ Explore questions of meaning and mystery, and use times of stillness to work out their own response to these.
- ❖ Evaluate different points of view and show sensitivity to those whose beliefs differ from their own.
- ❖ Relate the work in Religious Education to other areas of the curriculum, and their developing knowledge of the world around them.

DIFFERENTIATION

At Wellgate Primary School it is our policy to meet the needs of every child. In RE this accounts for the learning styles and abilities and religious requirements.

The following skills and processes are central to RE.

Investigation:

- Asking relevant questions
- Knowing how to use different sources to gather information
- Knowing what may constitute evidence for understanding religion(s)

Interpretation:

- The ability to draw meaning from artefacts, works of art, poetry and symbolism
- The ability to interpret religious language
- The ability to suggest the meaning of religious texts

Reflection:

- The ability to reflect on feelings, relationships, experience, ultimate questions and practices

Empathy:

- The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- The ability to see the world through the eyes of others, and to see issues from their point of view

Evaluation:

- The ability to debate issues of religious significance with reference to evidence and argument
- Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience

Analysis:

- Distinguishing between opinion, belief and fact
- Distinguishing between the features of different religions

Synthesis:

- Linking together significant features of religion in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application:

- Making the association between religions and individual, community, national and international life

Assessment

We report on pupils progress and attainment in RE to parents, as required by law. The LAS provides descriptions of levels of attainment, which the school has agreed to use as a basis for reporting at the end of each key. We will intend to make specific, individual, accurate comments on each child's progress in RE, based on regular monitoring of work with regard to the attainment targets of the LAS. We will transfer this information to new schools when pupils leave us. Levels can be found in the Barnsley Syllabus.

PUPILS WITH SEN

Pupils with Special Educational Needs will be provided for in accordance with Wellgate's SEN policy.

EARLY YEARS

Until children are of statutory school age there is no legal requirement to provide Religious Education. At Wellgate we endeavour to provide to encourage the emotional and spiritual development of young children creating a basis for the development of Religious Education such as:

- Expressing feelings of joy, sadness, wonder, awe, mystery, beauty.
- Understanding what it means to feel secure.
- Exploring and caring for the natural world and their environment.
- Understanding themselves as unique beings.
- Understanding of relationships with others.
- Asking questions and experiencing the excitement of discovery.
- Experiencing and appreciating special events in their own lives and the lives of their friends.
- Listening and responding to stories.
- Experiencing the aesthetic through the arts, including music, drama and role play.

GOVERNORS' ROLE

Governors will be familiar with the RE policy and support the teaching and development within school as well as being familiar with expectations.

RESOURCES

Resources are available for use by everyone. They are located in the subject co-ordinators cupboard.

COORDINATOR'S ROLE

- To be responsible for co-ordinating RE throughout the school and acting in an advisory capacity.
- To attend in-service courses and keep colleagues informed.
- To lead INSET relating to RE.
- To lead staff discussions when updating the RE policy or scheme of work.
- To monitor and evaluate RE throughout the school.
- To be responsible for the updating, ordering, organisation and storage of RE resources.

EQUAL OPPORTUNITIES

We believe that everyone has an entitlement to participate or withdraw (with parental consent) from Religious Education regardless of race, gender, special needs or disability. See policy.

Programme of study for Barnsley Local Agreed Syllabus:
The Nine Key Questions

- Question 1** **Why are these words special?**
Sacred books
- Question 2** **Why are these places of worship?**
Local places, objects, artefacts, signs and symbols
- Question 3** **Why do people behave as they do?**
Beliefs, ethics and family traditions
- Question 4** **How do people show their faith?**
Expressions of and interpretations of religious Understanding
- Question 5** **Why are some times special?**
Festivals, objects and artefacts
- Question 6** **Why are some places special?**
Sacred sites and pilgrimage
- Question 7** **What can be learnt from the life and teachings
Of spiritual leaders and founders?**
Role models and examples
- Question 8** **Where can faith in our community be witnessed,
Experienced or seen?**
A local community dimension, religion, family and tradition
- Question 9** **How do I and others feel about life and the
universe around us?**
Ultimate questions

