

Oliver Goldsmith Primary School

Religious Education Policy (Draft)

The Oliver Goldsmith Primary Religious Education Policy plays an integral part in all aspects of teaching and learning in school. An appreciation of the uniqueness of each individual is adopted by teaching awareness, respect and understanding of the similarities and differences of the major world religions and the contribution that each person makes to society. We enable children to recognise and challenge forms of bias, such as stereotyping, which attempt to devalue particular religious groups or beliefs. We recognise the effect of bias on children's self-image and learning and we are committed to continual examination of our attributes, expectations and ways of working to ensure that all children are valued and value others.

Aims

- To acquire and develop knowledge and understanding of Christianity and other principle religions represented in Southwark and in Great Britain namely Sikhism, Buddhism, Judaism, Islam and Hinduism.
- To develop an understanding of the subject, influences of the beliefs, values and traditions of individuals, committees, societies and cultures.
- To develop a positive attitude to themselves and other people, reflecting their right to hold different beliefs from their own and towards living in a society of many different religions (from Southwark agreed syllabus for Religious Education).
- To develop an appreciation of the spiritual, social, moral and cultural aspects of the subject.

Spiritual, Moral, Social and Cultural Development

Religious Education gives children an opportunity to develop spiritually, morally, socially and culturally. Through RE lessons and our Collective Worship programme, children are encouraged to consider other people's beliefs and practices with regard to their faith and to respond objectively to issues surrounding these.

Children are invited to reflect on their personal beliefs and practices and consider their importance to self. During discussion, children are given opportunity to consider the answers offered by faith groups to questions of meaning and purpose and problems within society. They are then invited to make links where necessary to their own experience.

Children are encouraged to be tolerant of others and to appreciate that for some people, belief in a spiritual dimension is important.

Religious Education also strongly supports the school's Citizenship and Community Cohesion (DCFS 2007) programmes. This comes in the form of introducing pupils to the significance of belonging to a community (school, local, national and global) and the diversity that exist with regard to culture, beliefs and religious practices.

Overall, RE will make significant impact on pupils' understanding of, and attitudes towards, religious and cultural diversity. Firstly, much of the knowledge and understanding essential to an appreciation of the impact of faith in people's lives and diversity will be provided by RE. Secondly, RE will give students the opportunity to explore and discuss ideas/matters relevant to community cohesion and express their opinions of these in a safe environment.

Provision

The Southwark syllabus gives a clear structure for coverage in the Foundation Stages. This is supportive of the Early Learning Goals. The school follows the Southwark syllabus, which is supported by the QCA schemes of work where appropriate for Key Stage 1 and Key

Stage 2. In Nursery and Reception, the staff follow the Early Years Foundation Stage Principles and Curriculum which set out the standards for Learning, Development and Care for children from birth to five (DCFS 2008). Specific objectives (Early Learning Goals [ELGs]) in Religious

Education are set out in two areas of learning: Knowledge and Understanding of the World (KUW) and Personal, Social and Emotional Development (PSED). Through play based and teacher led activities, children are supported to achieve these. The Southwark Agreed Syllabus for the Early Years Foundation Stage has made links where possible to the learning undertaken in KS1. EYFS Practitioners are therefore encouraged to give due consideration for these especially during the transition from Reception to Year 1 and where a child is working beyond the Early Learning Goals (ELGs).

Statutory Entitlement

In line with the statutory recommended 5% curriculum entitlement in KS1 and KS2, RE is taught for 45 minutes and 55 minutes per week respectively.

Approach and Delivery

Religious Education is taught through an integrated/cross-curricular and discreet approach in KS1 and KS2 and, largely through play in the Early Years Foundation Stage (EYFS). This also allows for the teaching of Religious Education to be incorporated into the planning and teaching of the New Curriculum.

Cross-curricular connections

The Creative Learning approach taken by our school to deliver the curriculum, places greater emphasis on a cross-curricular approach to the teaching of Religious Education, where possible. Within this manner, links are made to ICT and other subjects. In this way, oracy, independent as well as collaboration work and personalised learning will characterise the teaching/learning aspect of the subject. Teachers are encouraged to make the most out a visit to local places of worship e.g. a Mosque, Synagogue, Temple or Church to drive the creative curriculum. Children will visit one place of worship each year to add to their learning and provide them with real life experiences (See ideas in Appendix 1).

Delivery

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting. Therefore, a range of teaching/learning methods is employed. These take the form of:

- Visiting local places of worship and receiving visitors from faith communities.
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious questions of a philosophical nature, giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs and foster greater independent research to support their learning.
- Collective Worship. Collective worship takes place daily in assemblies across the school. When there is no assembly, Collective Worship takes place within the

classroom. Collective Worship folders have been provided for class teachers to use in class.

- providing opportunities for representatives of 'hard to reach' religious communities to work with the school and develop confidence that their traditions are respected

The use of Visitors (Safeguarding our children)

Utilising visitors has tremendous benefits. For instance it can:

- provide opportunities for representatives of 'hard to reach' religious communities to work with the school and develop confidence that their traditions are respected (an aim of Community Cohesion)
- provide pupils with opportunity to engage first hand with individuals practising the faith and the beliefs they are learning about

However, precautions must be taken to safeguard our children. Therefore, all outside speakers/teachers

(including parents/carers) must be made aware of our school's expectations with regards to Safeguarding and Equal Opportunities and those specific to Religious Education. Prior to visit, outside speakers/teachers should be given appropriate support and induction into school routines, procedures and expectations by the teacher occasionally asked by pupils.

In the event of unfamiliar outside speakers/teachers and agencies contacting the school with a view to speaking to the children, guidance must be sought from the Headteacher in the first instance. Those who will be making regular visits to engage with the children will be subjected to the necessary safeguarding checks. Where possible, parents/carers should be informed of visiting speakers in advance, possibly via the termly curriculum letter. (Please refer to the school's Safeguarding Policy).

In the case of a regular faith-based volunteer organisation such as 'Spinnaker', teachers should seek to meet with the individual at least a week prior to the visit(s). In this meeting, discussion should be centred on the topic(s) to be taught, the date and time and any other specific requests with regards to resources, pupils and planning/assessment.

Planning and Content

Schemes of work form the basis of all planning. All Key Stages plan on a weekly and half termly basis in advance. Each classroom displays when subjects, including R.E .are taught. There is a long-term framework for Religious Education based on the Southwark agreed syllabus, including suggested places of worship to be visited.

The work is differentiated to allow for differing abilities and understanding. Pupils with special needs are helped to record their response to themes via a simplified sheet or tape recording, by illustrating their response or through drama. Those with English as an additional language (EAL) are also given necessary support.

Assessment and recording

The school believes that it is very important to monitor the progress of its pupils in RE as in any other subject.

Assessment and recording in Religious Education takes a number of forms and include:

- whole class and group discussion
- questioning - applying the school's Assessment For Learning (AFL) technique
- end of unit assessment
- marking- placing a comment beside the child's work to encourage a wider response from the child and to also indicate ways to improve

- the child's personal evaluation of his/her learning. At the beginning and then at the end of each topic/unit, children in Years 2-6 are asked to independently record what they know using the 'Before and After' recording proforma.

A more in-depth analysis of progress and attainment is made at the end of the year and recorded in the children's annual progress report. In Nursery and Reception, assessment of children's progress is against the Early Years Foundation Stage Development Matters (DCFS 2008) and 'Early Learning Goals' (ELGs) (DFES 2003). Assessment at the end of Nursery and Reception is then made in line with the Foundation Stage Profile (2003). Where possible, Reception children in particular should be awarded the corresponding Attainment Target point if their progress exceeds the Early Learning Goals (ELGs) or where it can be determined that the outcome of the child's learning also matches achievement of an Attainment Target. (Please refer to the examples given in the Southwark Agreed Syllabus for EYFS).

Withdrawal from Religious Education

Parents/Carers may withdraw their children from Religious Education provided they have given written notification to the school. The school has clear guidelines on this procedure. Teachers can exercise their right to withdraw from teaching the subject on the basis of conscience by following the laid down procedures. However, we hope that all parents/carers and teachers would feel comfortable with the type of Religious Education being taught at the school.

Management of RE

The teaching, assessing and resourcing of Religious Education is managed by the RE Subject Co-ordinator, in close collaboration with the Leadership Team, in particular, the Deputy Head with responsibility for overseeing Religious Education.

The RE Co-ordinator attends training and professional development, and organises INSET and training for other members of staff as and when necessary. A folder containing the Southwark Agreed Syllabus (and other useful materials) has been adapted for each Year Group and given to each teacher for easy access and to ensure coverage of the subject. . The monitoring of the teaching and learning of RE will be undertaken throughout the year through a number of means e.g. lesson plans, presentations during assemblies, observing displays, use of RE in our school display, monitoring of children's books and giving useful feedback to teachers etc. The RE coordinator, along with the PSHCE coordinator, is also responsible for developing the assembly themes making sure that all religious holidays are festivals are incorporated along with topics that will aid the development and teaching of SMSC within the school.

Resources are bought with the annually allocated RE budget and stored on the upper deck in the Resource room. Resources have been grouped into well labelled boxes. Teachers are encouraged and expected to make use of resources needed to support their topic and return these resources accordingly as this will ensure the effectiveness of the curriculum map. Although regular auditing of resources will be carried out, colleagues are encouraged to bring to the attention of the R.E. Co-ordinator any broken/missing and needed resources. Colleagues are encouraged to bring suggestions of possible resources to the attention of the R.E Coordinator.

Additionally the RE Subject Co-ordinator will:

- support and advise other members of staff as necessary and in particular through the monitoring of plans, display, pupils' books and 1-1/phase/year groups meeting.
- ensure that there is progression and continuity in Religious Education across the Key Stages

- work alongside teachers to ensure that there is good practice and to gain an overview of practice in the Key Stages
- develop record keeping, monitoring and assessment tools for Religious Education (See R.E Section of Shared Area)
- keep up to date with changes in the Southwark Agreed Syllabus and commercially available resources and make amendments/adjustments as necessary
- Review the RE Policy annually □ Report on the progress of RE in the school's curriculum to Governors annually.

Expectations of the class teachers

All teachers will be expected to:

- Plan for the teaching of RE ensuring that is incorporated in their medium and short term planning.
- Encourage children to engage in evaluation /reflection of their work with other children.
- report on children's progress in RE via the annual progress report to parents/carers □ assess and monitor children's progress at the end of topic/unit using the agreed proforma □ Help children draw on skills and knowledge they have learnt in other areas of the curriculum.
- Help children assess and evaluate their own work and the work of others
- Ensure regular visitors, e.g. Spinnaker representative, are met with, prior to teaching of any topics in Christianity.
- Familiarise him/herself with the 'Visits to Places of Worship' notes adapted from Southwark SACRE (see Appendix 7)
- Be aware of any Health and Safety issues connected with visits off site and use of artefacts and undertake necessary risk assessment. (Refer to Health and Safety Policy and Risk Assessment proforma).

Updated 2016
Date of review 2018