

Hindley J & I School



Religious Education Policy

Written: January 2017

C Nash Signed by the Headteacher Date: 10.02.17

J Kennedy Signed on behalf of the staff Date: 10.02.17

Policy for Religious Education

Document Purpose

This policy reflects the values and philosophy of Hindley J and I in relation to the teaching and learning of Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning and assessment.

Audience

This policy document has been presented to and agreed upon by the whole staff and Governing body. This policy is published on the website and further copies are available from the Head Teacher's office.

Subject Aims

The aim of Religious Education is that:

'Religious Education will support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.'

At Hindley J and I we actively promote the fundamental British values of mutual respect and tolerance of those with different faiths and beliefs.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values and philosophy of the school.

Teaching and Learning

Religious Education is taught as a discrete lesson and as a school we use a range of teaching and learning styles. Religious Education is also developed through a range of cultural activities and whole school events such as whole school assemblies and themed weeks.

At Hindley J and I, it has been agreed that having taken into account the requirements and guidelines presented in the Wigan Agreed Syllabus, and following discussion with all teaching staff, the following religions have been selected to study:

- Christianity
- Judaism
- Hinduism
- Islam

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity will be the main religion studied and form the basis for our KS1 Christmas performance.

The school's frameworks for Religious Education in appendix 1 sets out the provision for the whole school's work in Religious Education.

The Approach to Religious Education

At Hindley J and I the teaching of Religious Education according to the 'Wigan Agreed Syllabus' is approached with the following principles in mind:

- There are no presumptions made as to the religious backgrounds, beliefs and values of the children and staff;
- We value the religious backgrounds of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely;
- All religions and their communities are treated with respect and sensitivity and we value the links which are, and can be made between home, school and a faith community;
- We acknowledge that each religion studied can contribute to the education of all our pupils;
- We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

Time allocation

The time allocated to Religious Education follows the recommendations in line with other Units of the Curriculum. As a result of the way in which the curriculum is organised, the amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up in to smaller sessions. However, over the whole year, Class Teachers and the Religious Education Subject Leader endeavour to ensure that all children have equal access to the required amount of Religious Education time.

Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from Religious Education- in its entirety or in part. If a Parent/Carer chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher.

Teaching Religious Education to children with Special Educational Needs

We teach Religious Education to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Also, see policy on Special Educational Needs.

Assessment

Teachers assess the children's work in Religious Education by making informal judgements as they observe during lessons. Teachers also carry out termly formal assessments of the children's work, measured against the specific learning objectives set out in our 'Wigan Agreed syllabus.' We have clear expectations of what pupils will know, understand and be able to do at the end of each year group.

Resources

Resources are stored in boxes in the Key Stage One Store cupboard. These include videos, teacher books, poster packs, leaflets and artefacts. These resources are accessible to all staff.

Monitoring and review

The Religious Education Subject leader is responsible for monitoring the standards of children's work and the quality of teaching. (Book sampling, learning walks and pupil interviews) The Subject Leader supports colleagues in the teaching of Religious Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Subject Leader is also responsible for giving governors an annual summary report, evaluating strengths and weaknesses within the subject and indicating areas for further improvement.