

Honilands Primary School



Religious Education
policy

We
Are One

RELIGIOUS EDUCATION POLICY

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Aims and Objectives

It is the intention of this policy to inform staff, parents, governors and all other interested parties of the content, practice and implementation of the R.E. Curriculum at Honilands Primary School.

The Religious education curriculum forms an important part of our school's spiritual, moral, and social teaching. It also promotes education for citizenship. Non denominational schools are required to deliver RE according to the local agreed syllabus. Our school RE curriculum is based on the London Borough of Enfield Agreed Syllabus (Appendix 1) and meets all of the requirements set out within this document.

The teaching of this syllabus is not designed to urge a particular religion or belief but is open, objective and educational in approach. It requires pupils at KS1 to learn about Christianity, Hinduism, Islam and Judaism and to continue this study at KS2 where they will also learn about Sikhism and Buddhism (Appendix 2). The Enfield Agreed syllabus is reviewed every 5 years and was reviewed last in July 2012.

At Honilands Primary we believe that religious education should be an inclusive experience, open and relevant to all children, whether from a religious or secular background. It should help to promote the self esteem of pupils from faith and minority ethnic groups. We also believe that religious education should play a key role in challenging prejudice, for example stereotyping and racism and that teachers should plan to promote positive images of the language, colour, beliefs and cultures of women and men in the wider community.

Statutory Requirements

Religious Education and a daily act of worship must be included in the school curriculum as required by the Education Reform Act 1988. It also states that a syllabus should "***reflect the fact that the religious traditions of Great Britain are, in the main, Christian while taking account of other religions in Great Britain.***"

Religious Education is an entitlement of the basic curriculum (RE plus the National Curriculum) for all school pupils, from 4-18 years. In addition to this, our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA) which stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. During the

Foundation Stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects. Religious Education can make an active contribution to all six areas of learning (Appendix 3) in the foundation stage but has a particularly important contribution to make to:

- **personal, social and emotional development**
- **communication, language and literacy**
- **knowledge and understanding of the world**
- **creative development**

The ERA does allow parents to withdraw their child from religious education classes if they so wish, however, it is intended that the RE provided at Honilands School is inclusive and respectful of the integrity of all pupils and staff. Where parents express concern about their child participating in RE lessons, we request that they meet with the Head Teacher/Deputy Head Teacher and the RE Subject leader in order to establish a shared understanding of the statutory requirements, the school's planning and our approach to learning and teaching in RE.

Organisation of Religious Education

Every class teacher identifies RE on their timetable and RE is taught every term. In some half terms, RE is taught on a weekly basis: for example, one hour a week for that half term, in other terms, for example, where the learning and teaching is connected with a religious festival, the weekly allocation of time may be 'blocked' whereby RE is taught on consecutive occasions throughout a week over a time shorted than one half term.

Teaching and Learning in Religious Education

The religious education curriculum for Key Stage 1 and 2 is based on two attainment targets:

AT1 Learning about religions

AT2 Learning from religions

The level descriptors for AT1 refer to how pupils develop their knowledge, skills and understanding with reference to

- **beliefs, teachings and sources**
- **practices and ways of life**
- **forms of expression**

The level descriptors for AT2 refer to how pupils in the light of their learning about religion, express their responses and insights with regard to questions and issues about

- **identity and belonging**
- **meaning, purpose and truth**
- **values and commitments**

This approach ensures that pupils have planned opportunities to reflect upon their own beliefs and values- whether those are religious or not- and to begin to explore some of those fundamental questions about the nature of life and human experience, in the light of what they have learnt about religious beliefs.

The following Attainment Targets are in line with the Enfield Agreed Syllabus:

ATTAINMENT TARGET 1	Learning about Religions
This includes the ability to :	<ul style="list-style-type: none"> • identify, name, describe and give accounts, in order to build a coherent picture of each religion; • explain the meanings of religious stories and symbolism; • explain similarities and differences between, and within, religions
ATTAINMENT TARGET 2	Learning from Religion
This includes the ability to:	<ul style="list-style-type: none"> • give an informed and considered response to religious and moral issues; • reflect on what might be learnt from religions in the light of one's own beliefs and experiences; • identify and respond to questions of meaning within religions.

Visits and Visitors

Opportunities for class visits to places of worship and/or visitors to support the RE scheme of work are encouraged and have been identified on the RE Curriculum map (Appendix 2). Each year group should experience at least one visitor or visit per year. We have enclosed a list of places of worship as proposed by Enfield Agreed Syllabus for our visits (Appendix 3).

Assessment

The Enfield Agreed Syllabus currently contains guidance for assessment. Each teacher is required to use the Attainment targets for religious education to assess the learning of pupils in RE at the end of each half term. They are required then to fill in a Non-core assessment form and submit it to RE leader.

Religious Education and Collective Worship

The legal requirements and approach to collective worship are entirely separate and distinct. Acts of collective worship/assemblies may contribute to and link with the Scheme of work in religious education but they are not calculated as part of the RE provision.

Appendices

1. London Borough of Enfield Agreed Syllabus
2. Honilands Primary School Curriculum Map for RE
3. RE trips and visitors to the classroom