

## **POLICY FOR RELIGIOUS EDUCATION 2020-2022**

### **THE LEGAL REQUIREMENT**

The law requires that R.E. should:

- Be taught to all pupils in full time education in schools.
- Be taught in accordance with the local syllabus or trust deed.
- Promote S.M.S.C. (Spiritual, Moral, Social and Cultural) Education.
- Reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the other principal religions represented in Great Britain.

### **WITHDRAWAL FROM RELIGIOUS EDUCATION**

By law, parents may withdraw their children from all or any part of religious education. This can be discussed with the Head Teacher.

### **THE AIMS OF RELIGIOUS EDUCATION**

Religious Education should help pupils to:

#### **Learn ABOUT religion by**

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Learning about religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation.

#### **Learn FROM religion by**

- developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions
- developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain
- enhancing their spiritual, moral, social and cultural development by:
  - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
  - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
  - reflecting on their own beliefs, values and experiences in the light of their study.

Learning from religion is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion.

Good R.E. teaching is a balance of these two main attainment targets.

## **THE TEACHING OF RELIGIOUS EDUCATION AT THE LANGLEY HERITAGE PRIMARY ACADEMY**

The school follow the Berkshire Agreed Syllabus for Religious Education. We focus on these religions from the believing, belonging and behaving aspects. It is expected that every year group from Years 1-6 will visit a local place of worship once every academic year. Each year group will study **different** aspects of Christianity and at least one other religion each year as follows;

Year 1 Christianity and Judaism including a visit to a local/significant church.

Year 2 Christianity and Judaism including a visit to/about the Synagogue.

Year 3 Christianity and Sikhism including a visit to a Gurdwara.

Year 4 Christianity and Islam including a visit to a Mosque.

Year 5 Christianity and Hinduism including a visit to a Mandir.

Year 6 Christianity and Buddhism including a visit to a Buddhist Centre.

When teaching about a religion children will need to know what the followers of that religion believe, how they worship, where they worship and how their beliefs affect their lifestyle.

This is not an exhaustive list as pupils will also be learning about the festivals and celebrations of other religions each year through assemblies, PHSE and activities that promote SMSC. The Langley Heritage Primary possesses a wide range of R.E. resources- text books, sacred books and symbols, posters, artefacts, photos etc. and there are many resources available online.

## **TEACHING, LEARNING AND PROGRESS**

Children and staff are encouraged to show respect, tolerance and understanding for the beliefs of those who follow a religion and also for those who do not have a religious faith. Through the teaching of R.E. pupils will be developing their knowledge and understanding of the world (particularly relevant to the town of Slough that we live in). They will become aware of different religions and the different ways of expressing and celebrating faiths. They will learn the vocabulary associated with different faiths.

The R.E Lead is available to help and support staff in their teaching of R.E.

Through the teaching of R.E. the children develop their curiosity, explore different religions and discover new cultural habits, as is encouraged by the Langley Academy Trust.

## **Assessment**

At the end of each unit teachers input their class data against the objectives on Classroom Monitor covered within the unit. Each lesson must have a clear learning question and must

be marked Subject lead will analyse the data to ensure coverage against the Agreed Syllabus and Key Learning Questions.

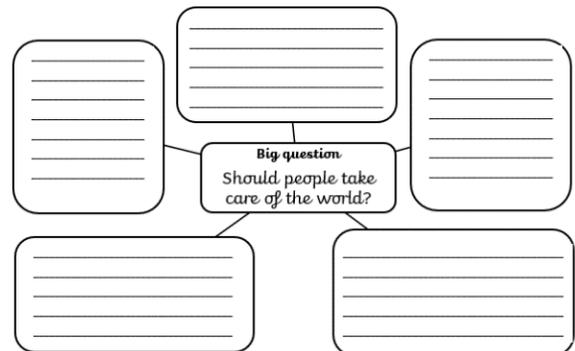
## **Monitoring and evaluation**

The Subject Lead will monitor and evaluate the teaching and learning of RE and the quality of children's work through observations, pupils work and monitoring of data in classroom monitor.

## **Expectations**

At our school, we are aware of the importance of establishing routines from an early stage. We look for common standards that must be follow by all Primary teachers throughout their teaching.

- Children will complete a 'Big Question' in pairs at the beginning of the unit. This will introduce the key themes and engage the children in philosophical/ethical discussions. (See template in RE on server)



- Ensure all pieces of work have a clear LQ.
- No comment needed in all lessons, but if there is any, please make sure children answer in green pen.
- Comments need to be relevant to the RE topic taught (e.g not grammar based unless spellings of key vocabulary).
- Mark no more than 3 punctuation/grammar errors per worksheet.

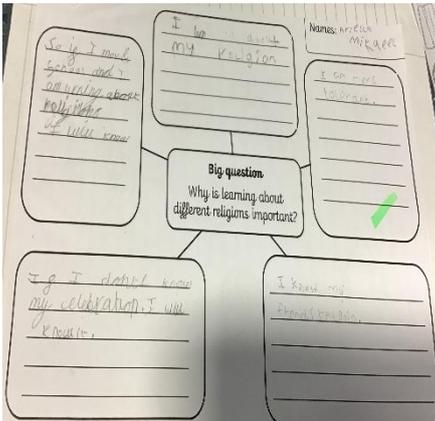
**Author: Elizabeth Robinson**

**Review Date: January 2020**

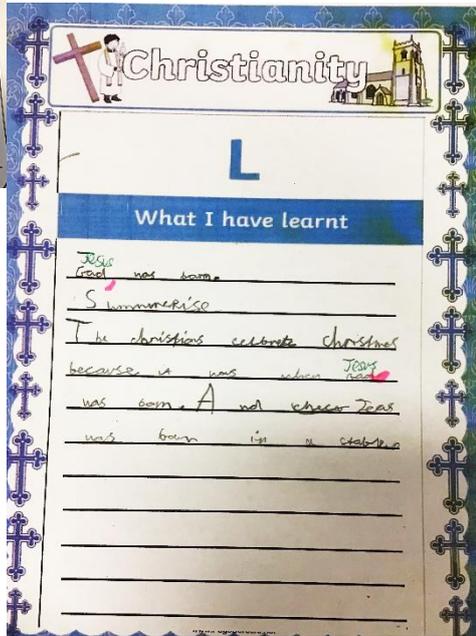
**Ratified Date: January 2020**

**Date of next Review: January 2022**

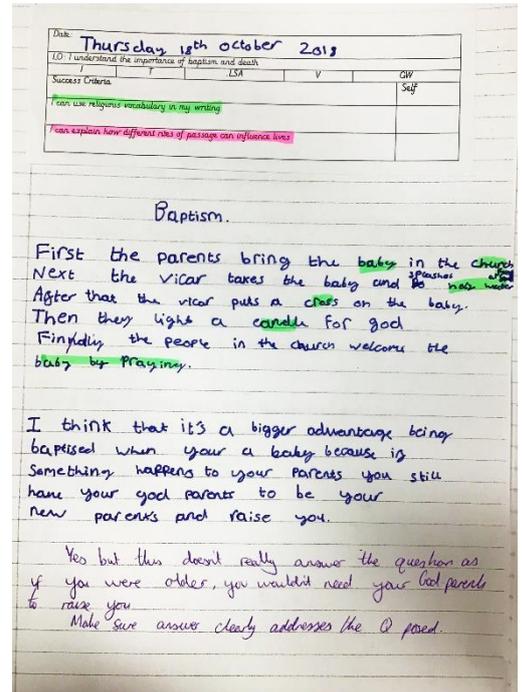
Examples of good work and presentation:



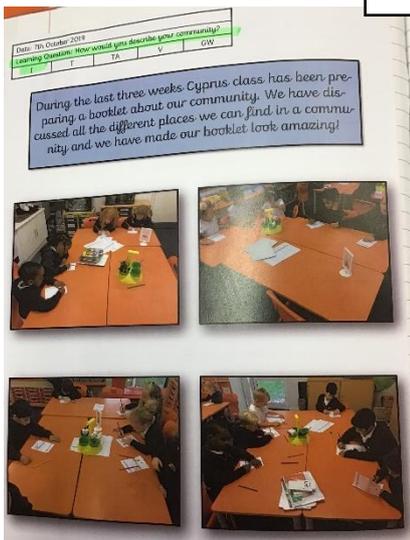
**Year 2**  
There is a clear evidence of children working together and sharing knowledge, ideas and opinions at the beginning of a unit.



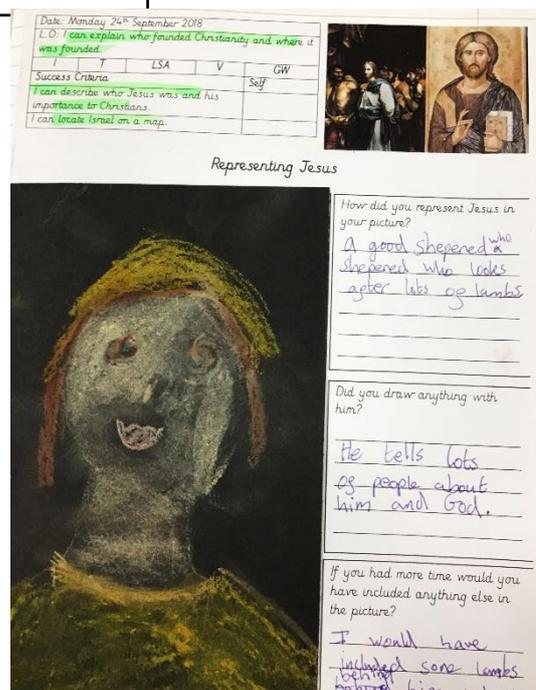
**Year 3**  
This is clear evidence of assessment of learning at the end of the unit.



**Year 6**  
There is a clear evidence of in depth marking and broadening the children's knowledge through coverage of the Key Questions from the Greed Syllabus.



**Year 1**  
There is a clear evidence of Year 1 children engaging in meaningful discussions about things that they know about what it means to belong to a community. They focused their learning on one task for a number of weeks to ensure quality outcomes.



**Year 4**  
There is a clear LO and Success Criteria at the top against which the work has been marked. Also evidence of cross-curricular links to Art.