



Mission Statement: 'Valuing Potential, Creating Opportunities'

**HARTSBOURNE PRIMARY SCHOOL
RELIGIOUS EDUCATION POLICY**

This policy to be read in conjunction with Assessment Policy, Inclusion Policy, Equal Opportunities Policy, Teaching & Learning Policy, Collective Worship Policy

REVIEWED BY:	DATE OF POLICY	DATE OF REVIEW
Subject Leader	MARCH 2019	MARCH 2021
REVIEWED BY:	SL AND SLT	T & L COMMITTEE

VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating **happy memories**.

RATIONALE

Religious Education (RE) is not a National Curriculum subject but must be taught to all pupils as part of the basic curriculum. As RE is not nationally determined the Local Education Authority must provide an Agreed Syllabus for us to follow. The Hertfordshire Agreed Syllabus 2017 - 2022 has been used as the basis of planning and delivery of RE at Hartsbourne Primary School:

“Religious Education must include the study of the principal world faiths practised in Great Britain, with account being taken of the wide diversity of religious backgrounds pupils bring to schools in Hertfordshire...”

This syllabus will continue to require that pupils “learn about and through religion” and that teachers encourage pupils to reflect on their own beliefs and values whilst acknowledging that others may hold beliefs different to their own. The children at Hartsbourne come from a variety of family backgrounds and different faiths, including non-religious families and the beliefs of both the staff and children will always be respected.

Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from religious education. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes this should consult the Headteacher. A teacher’s right to withdraw from the teaching of RE will be upheld.

AIMS AND OBJECTIVES

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum. We will enable pupils to:

- Acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire. (NB: Humanism and Atheism are not ‘religions’ but are world views which may be appropriate to mention as part of the RE curriculum).



- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community.
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- Develop the (age-appropriate) ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions.

We will enhance pupils' spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them.
- Responding to the fundamental questions of life with due regard to age and their experiences and with reference to religious beliefs and practices where it is appropriate to do so.
- Encouraging pupils to express their own personal viewpoints in a thoughtful, reasoned and considerate way.
- Recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

OBJECTIVES

We will foster a reflective approach to learning by encouraging open and honest enquiry, awareness of prejudice, a growing self-understanding and respect for the rights of others to hold beliefs different from their own.

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

AT1 Learning about Religions:

- Identify, name, describe and give an account, in order to build a coherent picture of each religion.
- Explain the meanings of religious language, stories and symbolism.
- Explain similarities and differences between, and within, religions.

AT2 Learning from Religion:

- Give an informed and considered response to religious and moral issues.
- Reflect on what might be learnt from religion in the light of personal beliefs and life experience.
- Identify and respond to the questions of 'meaning' within religion.

Children will be "Learning about Religions" and "Learning from Religion" through:

1. **Investigation**; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
2. **Questioning**; developing curiosity about life, relationships and the natural world.
3. **Empathy**; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others.
4. **Reflection**; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others.
5. **Relating**; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
6. **Expression**; the ability to identify and explain feelings and aspects of religions



TEACHING & LEARNING

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas:

- **Belief and Teachings** – e.g. stories, prophets, founders, books, God/gods, self-sacrifice, truth, life after death
- **Religious Practices and Lifestyles** – e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, effects on individuals
- **Ways of Expressing Meaning** – e.g. art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness
- **Human Identity, Personality and Experience** – e.g. preferences, relationships within family and community, influences on own lives, inspirational people
- **Questions of Meaning and Purpose** – e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, ultimate questions of life raised by life experiences
- **Values and Commitments** – e.g. values, ethics, principles, rules, moral dilemmas

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. RE teaching specifically draws on the following:

1. Visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith.
2. Role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters.
3. Artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge.
4. Parents; by valuing the family backgrounds of the children and making them part of the school community.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role-play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

THE PROGRAMME OF STUDY

In order to meet the statutory requirement of this Agreed Syllabus, schools must ensure that pupils have learned about and from Christianity at each Key Stage and the six principal religions through the EYFS and Key Stages 1 and 2. The programmes of study will provide opportunities for reflection on six key areas:

- **Beliefs and Teachings:** e.g. stories, religious leaders, books, God/gods, self-sacrifice, truth, life after death.
- **Religious Practices and Lifestyles:** e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals.
- **Ways of Expressing Meaning:** e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness.
- **Human Identity, Personality and Experience** e.g. belonging, preferences, relationships within family and community, influences on our own lives, inspirational people.
- **Questions of Meaning and Purpose:** e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and ultimate questions of life experience.
- **Values and Commitments:** e.g. shared values, ethics, principles, rules, morality.



PLANNING AND SCHEME OF WORK

In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school follows the Hertfordshire Non-Statutory Primary Scheme of Work for RE which ensures coverage of and progression in both the content and concepts outlined in the Agreed Syllabus.

This scheme shows how we have planned that aspects of six principal faiths are explored over both key stages. Short term planning of individual lessons is a matter for the class teacher. The RE co-ordinator is available to support and when planning the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit (i.e. what the pupils should know, understand and be able to do as a result of their work), the activities planned to achieve them, time allocated and any resources, visits or visitors needed.

In line with the requirements of the Agreed Syllabus we plan to spend 30 hours per year at key stage one and 39 hours per year at key stage two on the teaching of RE. This is separate from the act of collective worship, performances and celebration assemblies. (See school policy on collective worship).

CROSS CURRICULAR OPPORTUNITIES AND PRESENTATION

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. We will provide opportunities to explore multicultural and equal opportunities issues and a consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the RE curriculum. Links will be made with people and communities within the locality. Problem-solving, decision-making and interpersonal skills will be developed.

Each unit of work will provide opportunities to demonstrate how far pupils have learned “about religions” and “from religion”. In addition, pupils will sometimes be encouraged to present work for a wider audience, such as in assembly (for the school and/or parents), or for display in the entrance area, hall or classroom.

ASSESSMENT, RECORDING AND REPORTING

The six key areas of Religious Education are also reflected in the levels of attainment, which can be used to set learning objectives, generate success criteria and to assess and report attainment.

The Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined following the Eight Level Scale in the Hertfordshire Agreed Syllabus for Religious Education. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils’ achievements. This information is then recorded against the statements of attainment in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

School reports are sent home in the summer term of each year and the RE comment is written with reference to the records made or pieces of work retained.