

Hove Junior School Religious Education Policy



**Reviewed Spring Term 2013
Agreed by Governors**

Religious Education Policy

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school is planned to meet the requirements of the National Curriculum.

As a school, we aim to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents and carers play in their children's education and make every effort to encourage parental involvement in the educational process
- Ensure that we embrace the local community through the curriculum
- Deliver the curriculum through a cross curricular approach making it relevant and meaningful

and we aim that all children should:

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes

- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach for problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety

The Teaching and Learning of Religious Education at Hove Junior School

This policy outlines the teaching, organisation and management of Religious Education taught and learnt at our school. Religious Education has an important place in our curriculum. We live in a diverse society and aim to equip our children with the knowledge and skills to enable them to flourish in our multi-cultural (local and national) environment.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review lies with the Religious Education subject leader.

We teach Religious Education to enable children to:

- Develop a good understanding of the religious beliefs and practices of others
- Understand the importance of religion to believers
- Explore their own beliefs
- Foster a sense of respect and understanding for different religious beliefs and practices

- Develop knowledge about our local religious communities
- Develop an understanding of spiritual awareness
- Ask challenging questions about the world

In learning Religious Education children will :

- Consider their own beliefs and develop self-awareness
- Consider questions about life and our place in the universe
- Become creative thinkers
- Be encouraged to develop a sense of awe and wonder for the world
- Be encouraged to be open-minded and develop questioning and debating skills
- Be encouraged to see the world through the eyes of others
- Be respectful of the cultures, beliefs and practices of others
- Present their knowledge and understanding in a range of forms

In our curriculum Religious Education is taught :

- In line with the Brighton and Hove agreed syllabus for Religions Education 2011
- In the main through study of Christianity, Islam, Judaism and Hinduism. Other religions including Sikhism and Buddhism may also be covered
- As a discreet subject, although topic links, where appropriate, are made
- As much as possible, through first-hand experience including visits to local places of worship and through welcoming believers from a variety of faiths into school
- To ensure the children build a bank of knowledge about religion
- To encourage the children to explore their own beliefs and develop their skills of empathy and reflection

To assess childrens' progress in Religious Education we :

- Gather evidence of what individual children experience/know and understand in RE by observing them at work, listening to and discussing with them, and evaluating any work they produce
- Make end of key stage judgements using the levels of attainment statements. Religious Education has two Attainment Targets:
 Attainment Target 1 – learning about religion and belief
 Attainment Target 2 – learning from religion and belief
 Planning and assessment provides a balance of both Attainment Targets.

To monitor and evaluate Religious Education the subject leader will :

- Support teachers, as appropriate, with planning, team teaching, observing lessons/giving feedback, scrutinising work
- Monitor teacher's medium and short term planning
- Review resource provision and maintain resources
- Research appropriate visits, visitors, enrichment activities etc
- Maintain an up-to-date action plan, discuss this with the Headteacher termly, and agree non-contact time needed to undertake duties relating to the role
- Ensure that the Brighton and Hove Standing Advisory Council for Religious Education (SACRE) requirements are met
- Keep an up-to-date subject leader file
- Update the subject policy annually
- Provide termly reports for governors

Equal opportunities, Inclusion and Access

The Religious Education curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated, and adult support used to ensure that all children access the curriculum and make the best possible progress.

RE and the right of withdrawal

Legislation allows parents a right of withdrawal from all or part of Religious Education. Parents should write to the Headteacher regarding this matter. If parents would like more information please refer to the Non-statutory guidance for RE published in January 2010
<https://www.education.gov.uk/publications/standards/publicationdetail/page1/DCSF-114-2010>

Religious Education – Units of Work

The Religious Education curriculum is planned to be inclusive and meet the needs and interests of our children. Each year children will learn about one of the major faith groups as well as Christianity and religious features which are common to all beliefs

Year 3

- Islam (Muhammad + 5 Pillars of Islam)
- What do we know about Jesus?
- Faith
- Easter and Christmas
- Religious Signs and Symbols

Year 4

- Judaism (Passover)
- Sacred Texts
- Easter and Christmas
- Inspirational Christians
- Rites of Passage
- Christian Religious Buildings

Year 5

- Buddhism (Buddha, teachings and community)
- Easter and Christmas
- Ethics and ultimate questions
- Beliefs in action (Christian and Islamic charity work)
- Religious Laws

Year 6

- Hinduism – (worship and community)
- Art and Religion
- Creation Stories
- Beliefs about God
- Easter and Christmas

Safeguarding, Health and Safety

We ensure that full risk assessments are carried out prior to educational visits and activities where a risk to health, safety and wellbeing is identified.