

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK
PRIMARY SCHOOL**



Religious Education Policy

Date agreed: September 2022

Review date: July 2024

Signed:

Chair Board of Governors

Religious Education Policy



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This document is a statement of the aims, principles and strategies for the delivery of Religious Education at Dover Park Primary School. The School follows the Hampshire Agreed Syllabus 'Living Difference IV'. This syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of other principal religions in Great Britain. The agreed syllabus is not designed to convert pupils or to urge a particular religion or religious belief.

"Religious Education in Hampshire, the Isle of Wight, Portsmouth and Southampton intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world.

This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective. "

Living Difference IV Purpose Statement

Rationale

The purpose of religious education (RE) in Hampshire is to support students in developing their own coherent patterns of values and principles, and to support their spiritual, moral, social and cultural development. This entails encouragement of each student to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. Successful outcomes will depend upon careful choice and use of teaching and learning strategies. It is essential that the process of teaching and learning must be applicable to learning for life, in a broad sense, as well as within the context of RE. It is important that students progressively develop the capacities to interpret, evaluate and respond to differing values and beliefs. This can be achieved through extending their thinking and analytical skills and their creative, imaginative and emotional development. A further purpose for RE is to foster mutual understanding between children of differing religious and cultural backgrounds.

The process of teaching and learning at each key stage is addressed in the programme of study. The content of the curriculum at each key stage is addressed in the breadth of study. This enquiry approach to RE in Hampshire is consistent with the United Nations' Convention on the Rights of the Child, particularly articles 8, 12, 13, 14, 29 and 30.

Article 8

Governments must respect every child's right to a name, a nationality and family ties.

Article 12

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13

Children shall have the right to freedom of expression, to find out and share information.

Article 14

Children have the right to think and feel what they want, and to practise their religion as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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Article 30

Children have the right to learn and use the customs and language of their families, whether these are shared by the majority of people in the country or not.

At Dover Park Primary School we believe that RE offers each child the entitlement and opportunity to develop their understanding and belief of Christianity and other world faiths. Each child is given the chance to participate in and experience a daily act of worship, in a variety of forms, and is able to learn about the religious and spiritual dimension of our human experience. The RE curriculum is planned to encourage the development of concepts from those related to religious and non-religious experience to those which are particular to specific religions. These are designed to develop spiritual awareness for the children and designed to help them create an understanding of wider issues that affect them. As part of the school syllabus, it also aims to aid and support the ethos of the school itself.

Programme of Study (Scheme of Work)

The school follows the Hampshire Agreed Syllabus 'Living Difference IV'. This syllabus affirms a commitment to an education that takes seriously the importance of children and young people exploring their own lives in relation to what it can mean to live with a religious orientation on life, as well as other ways of life including those informed by a non-religious perspective. It gives guidance to teachers regarding what religious education should aim to achieve during their time in school so that children and young people come to speak, think and act in the world.

Through the Living Difference syllabus teachers find interesting ways to bring the experience of concepts/words alive for children. A cycle of enquiry approach is used and this includes the following steps:

Communicate – where children have the chance to listen and share ideas

Apply – where children take the information they have learned and apply it to themselves

Inquire – where children ask questions and try to find out additional information

Contextualise – where children apply their learning to their own lives and experiences or a specific religion.

Evaluate – Children come to a conclusion and make up their own minds about the concepts they have learned about.

Units of work are planned onto a long term Curriculum map and then into specific teaching units by the RE Coordinator, following the Hampshire Agreed Syllabus. These units are subject to review from time to time following advice from Hampshire Inspectorate and Advice Service (HIAS). The school belongs to a local area support network to share ideas and develop planning, the subject coordinator regularly attends meetings to keep up to date with any changes in the syllabus and to discuss and share good practice.

Aims

Through our planned programme of work we intend that RE will:

- develop the opportunity to reflect on the feelings, experiences, beliefs and ideas of others
- develop children's concepts of non-religious to specifically religious experiences
- help to create an ability amongst the children and staff to consider the attitudes of others
- understand how to use a variety of sources as a way of gathering information, and draw meaning from these experiences
- distinguish between opinion, fact and belief
- Link together features of a range of religions to identify and form patterns to aid understanding.

A creative approach to recording is to be encouraged and this will be reflected in the planning of activities.

For each unit of work the children work in their RE book, on paper, use sketchbooks if appropriate or present work as a display, drama production or assembly. Each activity is laid out

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in a way that enables the children to make personal responses to what they have discussed and learnt. During each session the class teacher is able to talk with the children about a particular part of a religion. As the discussion progresses, each child is free to make their own observations about what they have heard or seen. Activities are then introduced to allow the children to make a personal response.

Time Allocation

Each cycle of enquiry relates to a concept and is taught weekly at Dover Park Primary school. This equates to approximately 36 hours per year for EYFS and KS1, and 45 hours per year for KS 2. Where possible teachers will plan and allow for creative and cross-curricular links to be made with the RE teaching programme. In addition to the classroom based time for RE, every year group will be involved in two whole school assemblies, one year group assembly and a collective worship and singing session weekly where religious education teaching may take place.

Teaching Methods and Organisation

Children will be taught as a whole class, in small groups, pairs or individually as appropriate. Children will be encouraged to be independent in their learning wherever possible.

The curriculum map allows for continuity and progression in the following ways:

- It enables the RE co-ordinator to develop the planning of the subject, in order to provide a range of learning experiences for the children and staff
- Each year builds on the knowledge and understanding gained in the previous year(s)
- It enables the staff to recognise the development of learning for the children
- It prevents repetition of ideas

The children in the Foundation stage and KS1 study Christianity and one other religion. In the Foundation stage each unit of work will be an enquiry into the children's experience of a concept and link strongly with the EYFS characteristics of effective learning.

At KS2 children study Christianity and two other religions. In years 3 and 4 this will be Christianity and one other religion and in years 5 and 6 children study Christianity and a different religion.

Computing

Computing can be used to develop or encourage the presentation of RE in the school. All of the RE planning that is presented is produced to enable any teacher or child to access it via a computer. Any follow up work that is developed as a result of any activity, can be presented by the child using any form of computing that is appropriate.

Equal Opportunities

All the children will be offered the opportunity to study RE regardless of gender, ethnicity, ability or social circumstances. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

Arrangements for Withdrawal

As stated in the 1998 Act, the legal status of RE gives every parent the right to withdraw their child from any Religious teaching that occurs in school. Should this be the case, the child will not be required to take part in any RE lesson, or any form of Collective Worship that occurs in the classroom. Class teachers will make alternative arrangements for children in such cases.

Inclusion

In RE we need to teach knowledge, skills and understanding in ways that match and challenge pupils' abilities. Therefore, activities will be provided which can be varied to meet the different learning styles of all the pupils. A variety of teaching and learning styles will be used.

Assessment, Recording and Reporting

The Hampshire Scheme of Work provides appropriate advice on assessment and end of year expectations. Teachers own assessment can be completed by discussing the children's ideas and understanding of the learning that they have undertaken or by reading the children's written

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or drawn response. As this subject is a personal response to a selection of ideas, it is not necessary to undertake any formal assessment in the form of a test. Age related expectations (ARE's) inform planning and ensure that there is good progression and achievement for all children across the key stages.

The RE co-ordinator will also monitor the standards achieved by children, the appropriateness and success of the planning via discussions with all staff and through work sampling.

Resources

RE is well resourced in terms of the provision of bibles, texts and visual material to support the learning. Artefacts are also available to all staff and are used whenever possible to encourage first hand learning. Visits out and visitors to the school are also included in our programme where possible. The Hampshire RE Curriculum website has a lot of additional material and packs have been purchased to support teachers delivering units of work. The school is also a member of the Learning Resource centre where additional resources and material to support learning can be borrowed.

Co-ordination, Management and Monitoring

The subject co-ordinator will help with planning/monitoring across all key stages. Monitoring shall take place on a rolling programme with non-contact time allocated for specific assignments. Plans and packs are provided to all staff.

Review

This policy will be reviewed in accordance with the policy review schedule at least every 2 years.