



HARTWELL PRIMARY SCHOOL

Religious Education Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Date agreed: Spring 2019

Review date:

Spring 2021

Our School Vision

At Hartwell Primary our guiding Christian Values and resolute belief that all children can achieve mean that we support and challenge every child to aim for the highest standard in who they are and all they do.

We aspire for our children to achieve their full potential in every way so that they develop a lifelong love of learning in order to experience life in all its fullness.

Rationale

Religious Education plays a key role in a pupil's spiritual and moral development and makes a distinctive contribution to social and cultural development. It involves concepts, skills and attitudes, many of which are common to the arts, humanities and science. Its distinctiveness emphasises the emotions, a sense of wonder and provides opportunities to explore 'big questions'. Religious Education should question in depth a whole view of life and personal commitment.

Aims of Religious Education

1. To acquire and develop knowledge and understanding of Christianity and the other principle religions represented in Great Britain today.
2. To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. To encourage the ability to reflect upon their own beliefs, values and experiences.
4. To encourage in children an awareness of their own identity as individuals and as members of society.
5. To develop a positive attitude towards other people, respecting their right to hold different beliefs from their own.
6. To begin to think about the fundamental questions of life raised by human experience and how religious teachings relate to them.
7. RE reflects the whole school's vision for all our pupils.

At Hartwell Primary School we meet our school vision by:

- Providing a welcoming, secure and inclusive environment which stimulates our learners to be confident, hardworking and to respond positively to challenge
- Promoting personal responsibility, good citizenship and Christian and British Values that develop high behavioural and moral standards
- Delivering a rich curriculum which ensures balance and breadth, and prepares our children for their future
- Delivering learning that is challenging and fun which meets the individual needs of our children
- Encouraging respect for all and active engagement with our community and the wider world

National requirements

The national requirements for Religious Education are set out in the 1944, 1988 and 1993 Education acts and explained in circular 1/94 from which the following paragraphs are taken:

“Religious Education is required to be included, alongside the National Curriculum, in the basic curriculum which all maintained schools must provide for their registered pupils; this includes those in Reception classes and sixth forms, and is not confined to pupils of compulsory school age.” (Para 20)

“If the parent asks that a child should be wholly or partly excused from Religious Education at the school, then the school must comply.” (Para 44)

“As a whole and at each key stage, the relative content devoted to Christianity in the syllabus should predominate.” (Para 35)

Community context

Hartwell Primary School is a Church of England School situated in rural village. There are approximately 206 pupils in the school and the majority of these live in Hartwell Primary, although a few pupils travel from outside the catchment area. The school consists mainly of pupils from a white UK background. The school has close links with the local Church and holds special services there during the year. Members of the Church community are active in school life, in particular we have very close links with the Archway Trust.

RE in the curriculum At Hartwell Primary School we follow the Northamptonshire Agreed Syllabus for Religious Education and the new Understanding Christianity unit scheme.

These state the aims of religious education are as follows:

- To learn about religious traditions, beliefs and practices, and to understand that they are responses to fundamental questions of human existence.
- To be given the opportunity to reflect on make decisions about a personal response to questions of meaning and value.

In Religious Education pupils will work towards the following attainment targets:

Attainment target 1 (Learning about Religion)

- Knowledge of the main features and teachings of Christianity and the other principal religious faiths represented by Great Britain.
- Understand what effect these teachings may have on the lives of believers within these faiths and traditions.

Attainment target 2 (Learning from Religion)

- Having an awareness and understanding of their own response to fundamental human questions about life raised by human experience and the study of religions.
- Valuing and holding in high esteem their own beliefs whilst developing an understanding and awareness of the beliefs of others.

The syllabus requires that children should learn about other religions in addition to Christianity. The long-term plan takes this into account with pupils studying a unit of work other than Christianity each year.

Within our school there is an equal balance between learning about a religion and learning from a religion. Skills, concepts, making sense of the text, understanding the

impact, making connections, attitudes, values and personal development are all encompassed within RE.

RE is taught using a range of teaching methods and learning styles. It may include the use of visits, role-play, discussion and debate, videos, artefacts and visitors. It should always allow time for reflection and expression of the children's own viewpoints. RE in the foundation stage is linked to topic work wherever possible.

Cross-curricular links will be made where it is felt these will enhance the teaching of RE throughout the school. RE is often taught in 'blocks' to make the subject as cohesive as possible.

Management and Co-ordination of the subject

The Subject Leader's role is as follows:

- To provide support and guidance to staff in the planning of RE.
- To monitor progress and the effectiveness of RE teaching throughout the school.
- To arrange school based CPD for staff as appropriate.
- To keep up to date with RE issues by attending annual RE Co-ordinators conference and relevant courses.
- To encourage staff to extend their own subject knowledge by attending RE courses.
- To raise the profile of RE within the school by regularly raising RE issues with staff and involving the school in local and national initiatives.
- To be responsible for reviewing the policy and keeping it up to date.
- To manage RE resources within the school and order new resources.
- To manage the RE budget efficiently.
- To liaise with Full Governing Body and the Ethos Team regarding RE.

Assessment and Reporting

Assessment of RE is on-going throughout the year, both formative and summative judgements are made by the class teacher and used to make about children's progress and attainment. Assessment judgements are recorded on Target Tracker; which the subject Leader uses to moderate judgements and is part of the Subject Leader Monitoring Cycle.

At the end of each year a final judgement will be made against the attainment targets for RE. This will be passed to the next teacher.

The Annual Report to Parents includes a comment about attainment in Religious Education. Marking will be in keeping with the school's Marking and Feedback policy.

Monitoring and Evaluation

- Samples of children's work will be monitored by the RE Subject Leader.
- Lesson observations/Learning Walks will be carried out as part of the School Improvement and Monitoring cycle.
- The Ethos Team (governors and parent representatives) carry out monitoring activities such as learning walks, book scrutinies and gaining pupil voice.

Policy to be ratified Spring 2019

Educational Inclusion

Educational inclusion pays particular attention to the provision and achievement made by different groups within the school. At Hartwell Primary School Religious Education is available to all, irrespective of age, gender, ethnicity, attainment or background. All pupils will be given opportunities to develop an awareness of and empathy for other people's beliefs and lifestyles.

A range of teaching styles, learning opportunities and varied resources will be provided to improve accessibility in RE.

RE will be made accessible by:

- Providing opportunities for first-hand experience through visits to religious buildings (where appropriate and possible), visitors to school and involvement in religious festivals.
- Organising a range of activities to give personal experiences, for example dance, drama and visits to different environments.
- Using sensory materials and resources to allow access through sight, touch, sound, taste or smell.
- Helping children to understand their world and its diversity.
- Using a wide range of resources.
- Adapting tasks and providing alternative activities where necessary e.g. presenting work as a painting instead of writing.
- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves.

Many pupils, including special needs pupils, require a visual and tactile stimulation in order to aid understanding. This is true for all subjects but has a particular value owing to the importance placed upon objects and symbols within religions, although use of the written word should also be part of the overall experience. Pupils may be introduced to each study unit through a common approach but then tasks must be differentiated to ensure each pupil is able to succeed according to his/her own individual ability. Tasks should take account of their current understanding and interests and build upon this base. Differentiation in Religious Education is necessary to ensure that all pupils have access to the subject and allows maximum participation by all pupils

Equal Opportunities

Where a parent requests a pupil's withdrawal from RE lessons alternative arrangements must be made for the supervision of this pupil. This request must be made in writing to the Headteacher.

Health and safety

When using resources every possible measure is taken to ensure pupils safety in accordance with the school's health and safety policy. A risk assessment will be carried out whenever pupils are to be taken off the school premises.