



RE Policy

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Introduction

Legislation relating to the provision of Religious Education was consolidated by the Education Act 1996. It re-affirmed that RE is part of the Basic Curriculum and "should be taught to all pupils in full-time education" and "shall reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain".

The Collective Worship Policy at Eastlands Primary School pays due regard to statutory requirements and has taken account of the guidance offered by the LA through its SACRE.

Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Aims

The central aims of Religious Education at Eastlands Primary School are to enable pupils to acquire an understanding of religion reflecting both its implicit and explicit nature and to consider some of the fundamental questions of human existence which religions address in different ways.

In promoting these central aims, Religious Education should:

- Provide pupils with accurate information about the main religious and spiritual traditions of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. It may sometimes be appropriate, additionally, to include other faiths including Atheism.
- Offer the means by which pupils can understand the influence of religion on people's attitudes to life and death. This will involve for example:
 - Considering the relationship between religious belief, personal commitment and moral values
 - Exploring the spiritual aspects of human experience including the arts, the environment and personal relationships (PSHE and Citizenship)
 - Gaining first hand experience of people and places associated with different religious traditions
- Seek to enable pupils to:
 - Develop an awareness of some of the fundamental questions about life and death raised by human experience and how religions may relate to them
 - Respond to such questions with reference to the teachings and practices, and to their own understanding and experience
 - Reflect their own beliefs, values, and experiences in the light of their study
- Develop a positive attitude towards other people, respecting their right to hold different religious beliefs and value systems from their own. They should also recognise that some people will have value systems not based on religious beliefs.

Objectives

Foundation Stage

We teach Religious Education in the Early Years as an integral part of the Foundation Stage of the National Curriculum. We relate the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. RE makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as celebrations, dressing up, listening to stories, looking at pictures of places and people, or discovering the meaning of values and beliefs in relation to their own lives.

These objectives will be developed in Key Stages 1 and 2.

- The teaching of RE will reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teaching and practices of the other principal faiths represented in Great Britain. The six main faiths to be taught are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.
- RE will be taught through the aspects outlined in the Coventry & Warwickshire Agreed Syllabus 2017 i.e. Key Concepts and Key Processes exploring different faiths separately and through thematic topics in order to maintain a balance between Learning about Religions and Learning from Religions.
- Other faiths will be taught when appropriate, and in planning units of work it will be recognised that many pupils will have value systems which are not based on religious beliefs.
- Units of work will be planned so that pupils will acquire knowledge and understanding of the six principal world faiths as specified in the key stage requirements.

In order to enable pupils to investigate their own and other people's beliefs, the following skills, values and attitudes should be developed through schemes of work. Schemes are planned so that pupils:

- have the opportunity, in a variety of contexts to develop their oral skills
- have the opportunity to develop their reading and writing skills, together with the acquisition of appropriate religious language and vocabulary
- have the opportunity to develop their investigative and reasoning skills which could include interpreting, analysing, exploring and evaluating together with the use of information technology
- are encouraged to consider and acknowledge the basis of their own beliefs, values and assumptions, and to develop respect and tolerance for the beliefs and cultures of others
- are encouraged to consider the impact of religious beliefs and value systems on the lives of different children, women and men
- are encouraged to reflect on their feelings, perceptions and impressions, in the classroom and elsewhere, through silence and stillness, through discussion and through recording personal reflections in a variety of creative ways
- are able to experience situations, which will encourage empathy, confidence and self-esteem, and develop a willingness to talk about their beliefs and share with others their observations and experiences

Teachers will ensure that pupils are given opportunities to:

- Name and describe the functions of key objects, symbols, people places and events (as outlined in the programmes of study)
- Identify the key points in the life stories of important religious figures
- Talk or write about religions, identifying to which religion key aspects belong
- Show an understanding of what it means to be a person of faith in terms of belief, practices and values
- Explain some of the interpretations of symbols, stories and language used by believers
- Recognise that different religions share familiar features for example, beliefs, values, holy books and places of worship

- Make simple comparisons based on key features
- Understand the significance of the key teachings of the religions they have studied
- Make comparisons between significant experiences of key religious figures and their own feelings and experiences
- Understand why certain things are right and wrong and how moral values may be embodied in religions

Teaching and learning strategies

Teaching and learning will focus on the agreed entitlement experiences outlined in the Coventry & Warwickshire Agreed Syllabus 2017. These cover the key elements of the subject, together with an emphasis on ensuring that appropriate opportunities are taken to develop the major cross-curricular skills including reading, writing, speaking and listening, information handling and information communications technology. Schemes of work and lesson plans for the subject will meet the criteria, which have been agreed by the school. These schemes are based on the illustrative schemes of work-produced by the LA and the non-statutory schemes of work produced by QCA and other organisations that can help supplement the schools existing schemes. Teachers will endeavour to ensure that effective teaching and learning in RE is based on:

- A focus on both learning about and learning from religions, so that pupils not only gain knowledge, but also are given opportunities to reflect and respond.
- A study of both the historical and current aspects of all six principal world religions.
- The consistent use of a variety of interesting, engaging and challenging approaches to learning, including the use of drama, art, poetry, design and technology, written and oral questioning class and group discussion, different styles of writing and communication.
- The constructive use of a range of resources including artefacts, books, audio- visual materials and ICT.
- The regular use of first-hand experiences, including visits to places of worship and visitors to the school.
- An emphasis on using child centred questions, which will be based on pupils' experiences building a bridge to the spiritual content.

Religious Education curriculum planning

We use the Coventry & Warwickshire Agreed Syllabus 2017 for RE as the basis for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in RE in three phases (long term, medium term and short term). The long-term plan maps the RE topics studied in each term during each key stage.

As the basis for our medium term plans we use the Coventry & Warwickshire Agreed Syllabus 2017 which gives details of each unit of work for each term. The RE subject leaders keep and review these plans on a regular basis.

The teacher writes the lesson plans for each RE lesson (short term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the RE subject leaders often discuss them on an informal basis.

Time Allocation

The Coventry & Warwickshire Agreed Syllabus 2017 for RE stipulates that the 'reasonable period of time' in all key stages should be interpreted as:

Key Stage 1: 20 hours per year
Key Stage 2: 38 hours per year

The time allocated for RE will be separate from time given to Collective Worship.

See Appendix 1 for Collective Worship policy and guidelines.

The key stage plans allow for appropriate breadth, depth, continuity and progression in the study of RE. The plans reflect the concepts and processes required to be taught. These will be taught through units: which reflect both a systematic and a thematic approach to the teachings of RE. The six principal world faiths to be taught through these units are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. The length of time of each unit will vary, depending on the content and teaching and learning strategies involved.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society

Equality and justice for all people form a central concern of all Religious Education.

At Eastlands Primary School we recognise that all the major religious traditions are now represented. This is regarded as an opportunity to understand, respect and value the religion of others. What will encourage our pupils to be aware that all people share a common humanity, and are interdependent although people have different values and lifestyles? It is essential that teachers challenge racist and sexist stereotypes, images and language.

Religious Education makes an important contribution to pupils' spiritual, moral, cultural and social development and is an important subject in the support and implementation of our Single Equality Policy. We teach RE to all children, whatever their ability. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of pupils with learning difficulties and we take into account the targets set for those pupils in their Individual Education Plans (IEPs).

Any work on Religious Education should ensure the underlying commitment to the principles that:

- All people have a right to their own beliefs
- No one has the right to force those beliefs on others
- No one belief should be presented as a superior to any other
- Respect should be shown to those people who do not have any particular faith
- No one should be discriminated against in any way for holding a belief that differs from that held by others
- The importance and validity of each individual's role in the observance of their beliefs should be emphasised regardless of their ethnicity, sex, a learning or physical disability
- No one should be discriminated against because of a code of dress, diet or religious observances
- A global perspective is necessary, as the experience of a faith community in Britain may be different from those of the same faith elsewhere
- Faith and culture are not one and the same and should be explored as separate concepts
- That within any faith community there are different traditions, customs and practices
- Stereotypes should be challenged and material explored for bias
- Language used is not sexist or racist
- A multi-faith approach encourages open-mindedness and enables the exploration of discrimination and prejudice
- Pupils withdrawn from lessons at the request of parents should not be made to feel different-either superior or inferior. Reasons for their withdrawal i.e. parental conviction rather than individual specifics could be discussed with the class to prevent any misunderstanding

The above points are in no way definitive and cannot replace discussion of issues amongst staff and pupils.

Use of ICT

We use ICT in RE teaching where appropriate. Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in RE. The RE subject leaders maintain a list of ICT resources for RE.

Assessment, Recording and Reporting

The assessment, recording and reporting of pupil's progress in RE will be conducted in a way which is consistent with the school's policy. It will recognise that, whilst knowledge can be assessed, there will be aspects of pupil's work, which it would not be appropriate to assess.

For example, it would not be appropriate to assess:

- Matters which pupils may wish to keep to themselves. This means that pupils should never be pressurised into disclosing personal or private information, and no assessment or judgement should be made of their willingness or unwillingness to do so.
- Whether pupils' own beliefs and values are 'right' or 'wrong'. Whilst discussion of these matters will be part and parcel of the dialogue of the classroom, they are not issues for assessment. This supports the idea that RE should be open to pupils of any religious persuasion or of none.

Assessment, recording and reporting of RE will:

- Help pupils to recognise the degree of progress which they have made in RE
- Help pupils to identify ways of improving their work
- Provide information, which is useful to the intended audience, in language, which can be easily understood (e.g. by pupils, parents, other teachers, other schools etc.)
- Ensure that pupils are actively involved in the process of reviewing their own work,
- Be manageable in the time available, make reasonable and realistic demands on teachers and minimise the amount of unnecessary duplication,
- Be conducted in the kind of positive, supportive and constructive climate, which recognises the needs and anxieties of pupils
- Be based on the range of types of assessment tasks (covering both learning about and learning from Religion) that helps pupils to continue to develop their understanding of the key elements of the RE syllabus.

For each unit in Key Stage 1 and 2, the school will use the assessment tasks indicated on the Coventry & Warwickshire Agreed Syllabus 2017 unit plans. This assessment information will be used to assist teachers in identifying the levels at which pupils are working at. This will enable teachers to report to parents on pupil's progress in the subject.

The RE subject leaders will build up a portfolio of examples of student work, including displays; written and visual materials as well as visit and visitor pictures, which will help exemplify the quality and range of work within the subject throughout the school. This can also be used to illustrate performance and identified outcomes at the end of each Key Stage.

Resources

We are continually reviewing resources in our school to be able to teach all the RE units in our Scheme of Work. We keep these resources in a central store (RE cupboard), where there is a box of resources for each unit or topic. In the library we have a good supply of RE topic books to support children's individual research.

See Appendix 2 for the audit of RE resources which include teaching resources, books, artefacts, ICT software and recommended websites.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE subject leaders. The work of the RE subject leaders also involves supporting colleagues in the teaching of RE,

being informed about current developments in the subject and providing a strategic lead and direction for the subject in school.

Appendix 1: Collective Worship Policy and Guidelines

Introduction

At Eastlands Primary School we recognise that the daily act of Collective Worship is distinct from Religious Education and that this is intended to promote the spiritual development of all our pupils. Collective Worship should provide the opportunity to celebrate the diversity within our school community and the world in which we live.

Aims

Collective Worship contributes significantly to the ethos of the school and it is our aim that it will provide opportunities to:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- contribute to a sense of unity and community for the school as a whole

Objectives

To develop a sense of:

- awe, wonder and mystery
- interdependence with the natural world
- self-worth and the value of others
- awareness that life involves choices of belief/attitude/behaviour and relationships and that there are issues of meaning, purpose and value in life

Principles of Collective Worship/Assembly

At Eastlands Primary School all acts of worship/assemblies are based on the principles that they should be:

- inclusive
- educational
- spiritual

Collective Worship should contribute to the spiritual, moral, social and cultural development of all pupils.

Organisation

We hold a daily act of Collective Worship, either as a whole school, classes or key stages.

They will include examples from various religions and cultures, and will be linked to:

- religious events and festivals- linked to the calendar of Religious Festivals for the World's major religions for the year
- special days
- special events in the life of the school
- topics being undertaken
- current affairs and issues

Where appropriate, outside speakers will be invited into school to lead Collective Worship, for example Rugby Youth For Christ and representatives from local charities.

We conduct assemblies in a dignified and respectful way. We regard it as a special time when pupils may be asked to reflect calmly and thoughtfully and are expected to behave in an appropriate manner.

We create an appropriate atmosphere by using music and sometimes artefacts that act as a focal point for the attention of the pupils.

Whenever possible the creative arts will be used to enhance the delivery of Collective Worship.

Any issues arising from Collective Worship will be responded to with compassion and sensitivity.

Achievement

Assemblies offer an opportunity to acknowledge and reward our pupils for their achievements both in and out of school. They play an important part in promoting the school's vision, which is that pupils

'...will be inspired and motivated to learn, develop and achieve through commitment, team work and a sense of belonging to a caring school community.'

We invite parents, family and friends to our Achievement Assembly, to celebrate the achievements of pupils. This promotes the community spirit of the school and is a practical demonstration of the positive relationship and the strong links between home and school.

Parents are also invited to attend their child's class assembly, showcasing the work that the pupils have been doing in and out of class.

Collective Worship Timetable

Monday	KS1 & 2 collective worship and song practice/	Music Subject leader & Deputy Head teacher Class teachers to attend
Tuesday	In class exploration of the week's theme.	Class teachers
Wednesday	Whole school collective worship-celebrating positive behaviour	Individual class teachers
Thursday	In class exploration of the week's theme.	Class teachers
Friday	Whole school achievement and celebration assembly	Headteacher class teachers to attend Parents, family and friends invited

Resources

Resources to support the delivery of Collective Worship are centrally stored in the RE cupboard, along with RE curriculum resources.

Legislation

In line with the 1988 Education Reform Act, which states that Collective Worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and the traditions of the Christian Church.

While the majority of acts of worship in our school are broadly Christian, we also hold assemblies that reflect other religious traditions that are represented in our school and the wider community.

Right of Withdrawal

Collective Worship is regarded as an essential part of the development of the whole child and as such is recognised by staff and governors as an important part of daily learning.

We expect all pupils to attend assemblies. However, any parent can request permission for their child to be excused from attending collective worship and the school will make alternative arrangements for the supervision of the child during the period concerned.

Parents do not have to explain or give reasons for this, as stated in the 1988 Education Reform Act.

Appendix 2: RE Audit of Resources Appendix 2:

General

Book - Religious Education planning aid
Book - The Little Book of Stories
BBC Education - Places for Worship video plus pack
Book - Pocket Guides to the Primary Curriculum, Religious Education
Book - The Lion Storyteller, Book of Animal Tales
Book - Teacher's Guide, Quest, Animated World Faiths, Spring Term 1998
Video - Animated World Faiths
Book - Teacher's Guide, Stop, Look, Listen, Animated Bible Stories
Book - Teacher's Guide, Quest, Creation Stories
Video - Quest, Creation Stories
Book - Teacher's Guide, Stop, Look, Listen, Stories of Faith
Book - South and North, East and West, 25 Stories from around the World x2
Book - Mail Bag from the Middle East
Book - Post Bag from Palestine
Video - Pathway of Belief
Cassette tape - Something to think about Autumn 98
Slides - Festivals and Special Days
DVD – Islam, Hinduism and Sikhism
Book and CD-ROM – Ready Resources, Religious Education 5-7
Book and CD-ROM – Ready Resources, Religious Education 7-11

Islam

Artefact – Qur'an and Stand
Artefact – Quiblah
Artefact – Prayer Hat
Artefact – Hajj Robe
Artefact – Eid Card
Artefacts – Prayer Beads

Buddhism

Poster - Prayer Wheel
Poster - The Buddha
Poster - Bell and Vajra

Hinduism

Book - Start up Religion, Visiting a Mandir
Book - This is my faith, Hinduism
Book - I am a Hindu
Book - Hindu Prayer and worship
Book- The Divali Story
Poster - Ganesha
Poster - Arti lamp
Poster - Puja tray
Divali Pack
Henna Pattern
2 pictures from a Hinduism photopack
Hindu symbol
Artefact - model of Krishna
Artefact - model of blue many armed Goddess
Artefact - model of orange many armed Goddess
Artefact - model of orange monkey king (Rama)
Artefacts - Divas x 5
Artefact - flower garlands
Artefact - model of Ganesh
Tea lights x 6
Booklet - Understanding Hinduism
Book - Where we worship, Hindu Mandir x 2
Book - My Hindu Faith
Book - Hindu Festivals Cookbook
Slide Pack - Hindu Worship
Cards - Happy Divali
Cards - Greetings Divali
Hindu Symbol
Henna Pack
Pooja Set containing 8 artefacts
Diva Lamp
Beaded Necklace
Joss sticks
Artefact - Ganesh
Artefact - Rama and Sita
Artefact - Lakshmi
Kum Kum Powder
Artefact - Radha and Krishna
Photopack - Hinduism

Judaism

Poster - Tallit and Kippah
Poster - Torah Scroll
Book - This is my Faith, Judaism

Book - I am Buddhist
Book - Growing Up
Book - My Buddhist Year
Book - Buddhism, Key Stage 1
Book - This is my faith, Buddhism
Folens photo pack and activity book
Artefact - Incense Burner
Joss sticks
Artefact - candle stick
Artefact - 7 small silver bowls
Artefact - colourful banner
Artefact - Buddha
Photopack – Buddhism

Sikhism

Poster - Manji sahib and chauri
Poster - Harmonium
Book - Sikhism
Book - Sikhism in Evidence
Book - Mahatma Gandhi
Book - Where we Worship, Gurdwara
Book - I am a Sikh
Book - Sikh Stories
Book - My Sikh Life
Book - Start up Religion, Visiting a Gurdwara
Book - This is my Faith, Sikhism x 2
Book - The Sikh Experience
Book - Sikh Gurdwaras
Book - I am a Sikh
Sikhism Sheets
Artefact - Kirpan (knife)
Artefact - Kacchehra (shorts)
Artefact - Kara (bangle)
Clothing - 4 tops
Clothing - 3 skirts
Clothing - 2 shawls
Photopack- Sikhism
Artefact – The 5 k's

Christianity

Video - IMC Video, First Bible Stories
Video - Dotty and Buzz, RE and Christianity from 4-6 year olds
Book - I am a Christian
Book - Where we worship - Christian Church
Book - Christian Church
Book - I am a Christian
Book - Visiting a Church

Book - Jewish Faith and Practice
Book - Jewish Festivals Cookbook
Book - Stories from the Jewish World x 2
Book - Hanukkah, Festival of Lights
Book - The Hanukkah Story
Book - The Passover Story
Sheets – Assembly information
Laminated pictures – Sukkah
Candles
Judaism information sheets
Book - Sukkot, home made
Artefacts - skull caps and sheet
Artefact - Torah scroll
Artefact - candle holder (many lights)
Artefact - Seder Plate other pieces
Artefact – Mezuzah on paper
DVD - Judaism
Photopack - Judaism

Poster – Qur'an and stand
Poster – Compass showing the Ka'aba
Poster – Prayer Mat
Book – This is my Faith, Islam
Book – My Muslim Faith
Sheets – Information and ideas
Photopack – Islam
Sheet – The Qur'an answers our questions
Leaflets – Understanding Islam x 5
Sheet – Three stories about Muhammed
Book – The Muslim Experience
Book – Muhammad's Night Journey
Book – Where we Worship, Muslim Mosque
Book – Imran learns about Ramadan
Book – Imran learns about Qur'an
Book – Imran learns about Allah
Book – Eid-ul-Fitr
Book – A Great Friend of Children
Cards – Eid
Artefact – Prayer Beads x 2
Artefact – Prayer Mat x 2
Photopack – Islam

Assembly

Book – Religion, Education and Life, Infant Assembly Book
Book – Assemblies from the Gallery
Folder – All year- round, Assemblies for special days and celebrations
Book – Primary School Assemblies, Stories and Ideas
Book – Uncommon Lives, 40 Assemblies for KS2
Book – Assemblies for Infants Book 1

Book - The Street Bible x 2
 Book - How the World was made
 Book – Splashes of God – Light
 Book – The Christmas Tree
 Book – Jesus and the Storm
 Book – The Little Gate
 Book – Discovering the Bible, Samson and Delilah
 Book – Discovering the Bible, The Resurrection of Jesus
 Book – Christianity
 Book – A Time to Share
 Book – Book of Saints, parts 1 to 6
 Book – Christianity Topic Book 2
 Book – Jesus is Born and OHTs
 Book – The Ten Silver Coins
 Book – Christianity Festivals Cookbook
 Book – This is my Faith – Christianity
 Book – Walker - The Nativity
 Book – Curriculum Visions – The Story of the Bible
 Book – Curriculum Visions – What's in the New Testament
 Book – Christian Festivals (Stories, Poems, Plays, Songs)
 Book – Worship! (Making Primary School Worship come alive)
 Book – The Marriage Service
 How to say the Rosary (2)
 Big Book – Jesus through art
 Big Book – The Bible through art
 The Story of Jesus Poster Set
 Poster – Offering Plate and the Book of Communion Prayer, Processional Cross, Communion Cup and Pattern
 Artefact – Communion Cup
 Artefact – Plate
 Artefact – Christening Dress
 Artefacts – Nativity Figures
 Artefact – Wooden Cross x 2
 Artefacts – Stolls x 2
 Artefact – small wooden book, Jesus and the Virgin Mary
 Artefact – wooden cross with Jesus
 Artefact – small wooden cross
 Artefact – Metal cross
 Artefact – wedding candle in tube
 Artefact – Rosary Beads
 Artefact – Baptism certificates
 Artefact – Baptism candle
 Artefacts – Christian artefacts collection
 DVD – Christianity
 Photopack – Christianity

Book – Assemblies for Infants Book 2
 Book – Assemblies for Infants Book 3
 Book – 52 ideas for Junior Classroom Assemblies
 Book – Assemblies to teach Golden Rules
 Book – Cracking Assemblies
 Book – Cracking Assemblies 2
 Book – Time for Reflection, creative assemblies for children from 4 to 9
 Book – Ugly bugs and Apple Trees
 Book – Assemblies
 Book – Year- Round Assemblies
 Book – Bumper Book of Assemblies for Key Stage 2
 Book – The Junior Assembly Book
 Book – The Infant Assembly Book
 Book – All in Good Faith
 Book – Assemblies for Younger Children
 Book- The Tinder- Box Assembly Book x 2

Websites

www.Coventry & Warwickshire.gov.uk/sacre
 Contains Coventry & Warwickshire Agreed Syllabus 2017 Agreed Syllabus units, resources and support for teachers
www.reonline.org.uk
 Resources for RE themes and topics
<http://www.bbc.co.uk/religion/tools/calendar/>
 Interfaith calendar of events and festivals
www.primaryresources.co.uk/
 Resources for RE themes and topics
<http://www.btinternet.com/~tony.poulter/links/relinks.htm>
 Extensive list of websites and online resources for the teaching of RE