

Hinchliffe Mill Junior and Infant School

Policy for Religious Education

(Revised April 2013)

Religion has an important influence on our society. Religious Education is concerned with teaching pupils about religion. It involves educating children about cultures both familiar and unfamiliar to them in order that they grow up informed, able to make choices, and respecting people of all faiths and cultures.

While pupils' spiritual, moral, social and cultural development is nurtured across the curriculum, Religious Education offers children regular opportunities to appreciate and learn about diversity in their own community as well as in the wider world.

We at Hinchliffe Mill believe that Religious Education is the education of pupils about religion and not about promoting a belief in God, nor about changing pupils' own faith and religious traditions. The teaching of religious education is statutory under current education legislation.

Aims

- To develop the children's knowledge and understanding of people's beliefs, values and practices.
- To enable the children's own spiritual, moral, cultural and social development
- To develop the pupil's respect and sensitivity towards other people's beliefs, values and practices.
- To develop the children's knowledge and skills

Objectives

- That religious education is available to all children at each Key Stage.
- That no assumptions are made about personal commitments of teachers or children.
- That this subject contributes towards the spiritual, moral, social and cultural development of the pupils.
- To begin with the pupils own experience and extend from this to the local and wider community.
- To allow children to reflect upon the issues and information taught, relating them to their own beliefs and sense of identity.
- To promote a greater understanding of our increasingly religiously diverse and multicultural society.

Methodology

- The teaching of Religious Education is related to the ages and individual abilities of the children.
- Previous learning experiences are used as a basis for planning and developing work
- Pupils will be taught by exposition, investigation, observation and interaction.
- Visits and visitors to extend understanding of places of worship, customs and traditions are encouraged.
- Drama, art work, dance music, literature, and other cross curricula links may also be used to enhance the work.
- We follow the statutory requirement for RE of an hour each week.

Planning

This has been reorganised in the last three years, ensuring that the key strands below are covered. Planning incorporates units of work from the Kirklees Agreed Syllabus where appropriate, but will primarily be planned by staff members. An audit of objectives covered throughout school has ensured appropriate curriculum coverage.

Key strands from the Kirklees Agreed Syllabus are:

- People
- Practice
- Influences

These Key Strands have five areas of learning:

- Knowledge
- Understanding
- Skills
- Experience
- Attitudes

Christianity is the principle religion taught at each Key Stage. In addition, children are also taught about Islam in Key Stage 1 and Islam and Sikhism in Key Stage 2. These religions were agreed by the Holme Valley Pyramid in order to allow continuity and progression to Key Stage 3. Aspects of other religions may also be taught such as Chinese New Year, Hannukah etc.

The Role of the Teacher

- The role of the teacher is that of educator.
- Under current legislation teachers have the right to exempt themselves from teaching religious education.

Resources

The main resources are located in the small store room next to Rowan class. There is a box for each religion which includes books, artefacts, DVD's, pictures and anything else appropriate. There are also books in the religious education section in the library.

Information Communication Technology

Throughout school children have access to ICT facilities that develop skills and knowledge needed in RE. Specific software programs are also used by the children and teachers.

The school has an up to date ICT Policy.

Differentiation

Each child is recognised as having different abilities and aptitudes which must be catered for. Children will be encouraged to make individual progress during music lessons through a range of activities, irrespective of their starting level. During lessons, differentiation will be made in accordance with school policy, through additional resources, teacher support, CSA support, paired / peer support, adapted tasks, etc.

Special Educational Needs

Children with Special Educational Needs are carefully monitored. Initially differentiated work will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case an Individual Education Plan will be drawn up for them by their teacher in consultation with SENCO.

- The school has an up to date SEN Policy
- There is also support from the Local Education Authority

Equal Opportunities

The RE policy reflects whole school entitlement as described in the school's Equal Opportunity policy. Parents have the right to request that their children are withdrawn from religious education lessons.

Communication with Parents

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of formal ways.

These are:

- Parent /Teacher interviews
- The annual written report
- Make them aware of our policy

Display

Displays of information and artefacts are used in school. It is appropriate that work in RE is displayed in and around school so that children can celebrate their achievements and have regular access to information about religions and the world around them.

The role of the co-ordinator

- To model good practice
- To ensure the implementation of this policy
- To ensure they are up to date with current policy and practice
- To monitor and evaluate practice within classrooms
- To help with and monitor planning
- To attend courses and lead staff INSET
- To assess and sample pupil work as appropriate
- To review this policy
- To inform Governors on current policy and practice in RE

The co-ordinator responsible for this policy is Lindsay Vann.

This Policy will be reviewed on a biennial basis.