

BYRON COURT PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY

1.0 INTRODUCTION

- 1.1 At Byron Court Primary we encourage and support the spiritual, moral, social and cultural development of all children.
- 1.2 We have a rich mixture of pupils from a wide range of ethnic backgrounds and faith communities. The school has therefore adopted the Brent Agreed Syllabus for Religious Education.
- 1.3 We are committed to working with pupils, parents and the community to provide the best possible education within a happy, caring and stimulating environment.

2.0 AIMS

- 2.1 To learn about the religious beliefs and customs of themselves and others.
- 2.2 To develop a sense of respect for religious traditions, beliefs and practice.
- 2.3 To cultivate understanding and tolerance of beliefs in a religiously diverse society.
- 2.4 To grow in their spiritual development.
- 2.5 To develop a sense of awe, wonder and mystery.
- 2.6 To understand that religion is not an isolated topic but informs people's whole lives and beings.
- 2.7 To develop skills and attitudes that will support children's personal, moral, social and cultural development.
- 2.8 To think about their aims, beliefs and values in the light of the beliefs of others, both religious and non religious and the values of the school community.

3.0 THE ROLE OF THE HEADTEACHER AND THE GOVERNING BODY

- 3.1 It is the Headteacher's duty to secure the Religious Education (RE) provision.
- 3.2 The Headteacher and governing body must ensure that sufficient time and resources are given to Religious Education in school to meet the statutory requirements.
- 3.3 The Headteacher is required to make readily available to parents and others the Brent Agreed Syllabus for Religious Education and any other written statements that may have been prepared about arrangements for Religious Education.

4.0 PLANNING, TEACHING AND LEARNING

- 4.1 Religious Education at our school follows 'The Brent Agreed Syllabus'. It gives a detailed outline of what we teach in the long term.
- 4.2 Long-term planning in RE provides an overview of when the syllabus units of study are to be covered throughout the school. It also determines the general theme of each unit of study and the focus religion (s).
- 4.3 Our medium-term plans give broad details of the main teaching objectives for each term. They ensure an appropriate balance and distribution of work across each term and are used and applied in line with all general principles of learning and teaching.

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4.4 Teachers in year group planning meetings make their own short term plans for each lesson in RE that identify objectives, activities and classroom management. Wherever possible work is cross-curricular and basic skills are addressed throughout RE work.

4.5 Throughout RE:-

4.5.1 The development of skills and attitudes is planned for, as well as progression in knowledge and understanding.

4.5.2 Pupils engage in a variety of activities that are structured and allow opportunity for reflection, exploration of beliefs, values, questioning and enquiry, investigation and personal response.

5.0 THE FOUNDATION STAGE

5.1 Religious Education is statutory for children in Reception classes.

5.2 Our long-term planning for RE in EYFS is covered through the People and Community strand of the Understanding the world area. This is taught through topics and children learn about major festivals and how these are celebrated.

5.3 RE in the Foundation stage provides opportunities for children to investigate their feelings and relationships and to explore and wonder at the world around them.

5.4 There are opportunities for the children to think about how the choices they make and the things they do affect themselves and others.

5.5 Stories, pictures, videos and artefacts help to provide insight into the beliefs, practises and life styles of different people.

6.0 EQUAL OPPORTUNITIES

6.1 At Byron Court Primary, all the faiths are treated as being equally worthy of respect and have equal importance.

6.2 All children not withdraw by their parents from this subject have equal access to all aspects of RE.

6.3 The RE policy endorses an Equal Opportunities Policy.

6.4 Teachers have the right to withdraw from teaching or participating in Religious Education.

7.0 INCLUSION

7.1 In planning and teaching RE, teachers at Byron Court have due regard to the following principles:-

7.1.1 Responding to pupils' diverse learning needs.

7.1.2 Setting suitable learning challenges.

7.1.3 Overcoming potential barriers to learning and assessment of individuals and groups of pupils.

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8.0 ASSESSMENT AND REPORTING

- 8.1 The assessments that teachers make as part of every RE lesson help them to adjust their daily plans.
- 8.2 Teachers match the short-term assessments grossly to the teaching objectives.
- 8.3 Teachers concentrate on being aware of who has not reached the objective and who have exceeded the objective. They note achievement and progress by assessing the pupil's work against the learning objectives for their lesson.
- 8.4 Teachers will use the Target Tracker system to record children's achievements twice a year.
- 8.5 Reporting to parents is carried out three times a year through parental consultations, and annually through a written report.

9.0 MONITORING AND EVALUTATION

- 9.1 Monitoring of the standards of pupil's work and of the quality of teaching in RE is the responsibility of the Headteacher along with the Human, Social and Environmental Faculty.
- 9.2 The work of the Human, Social and Environmental Faculty 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 the school.
- 9.3 The subject leader develops a yearly action plan for this subject, clearly indicating the areas for future development. These areas are identified through monitoring of teaching and learning, scrutiny of pupil's work and whole school identification of need.
- 9.4 To monitor implementation of the Human, Social and Environmental Action Plan, which forms the School Development Plan and to report progress to the Governing Body.

10.0 COLLECTIVE WORSHIP

- 10.1 The school follows the Brent recommended approach to collective worship.
- 10.2 All children take part in a daily act of collective worship. There are real difficulties in bringing together the whole school on a daily basis due to a lack of space. As a result we maintain the following practice:-
 - 10.2.1 Reception and Key Stage One meet five times a week.
 - 10.2.2 Key Stage Two meet five times a week.
 - 10.2.3 Collective worship takes place in individual classes when the hall is unavailable.

11.0 RIGHT OF WITHDRAWAL

- 11.1 Parents are legally entitled to withdraw their child from Religious Education where it is taught as a separate subject.

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11.2 At this school parents wishing to exercise this right are asked to contact the Head teacher, to discuss any concerns or anxieties they may have about the policy, provisions and practice of Religious Education.

12.0 TIME ALLOCATION

12.1 It is expected that the teaching of RE should occupy 36 hours a year at Key Stage one and 45 hours a year at Key Stage Two.

13.0 RESOURCES

13.1 Central resources for RE are the responsibility of the Human, Social and Environmental Faculty and can be found in the Knowledge centre and in the resources room.

13.2 The library also has a section of books to support the RE curriculum.

14.0 REVIEW

14.1 Date of policy – February 2016

14.2 Date of review – February 2019