

Religious/Multicultural Education Policy Barnby Dun Primary Academy

Religious/Multicultural Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious/multicultural education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

AIMS

In Religious/Multicultural Education at Barnby Dun Primary Academy we aim that pupils might:-

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principal religious traditions represented in Great Britain today
- Develop a sense of respect for religious traditions, beliefs and practice.
- Grow in their spiritual development
- Develop a sense of awe and wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social and cultural development
- Explore some questions of meaning and consider how the world's religions have responded to them.
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

Approaches to the teaching of RME

RME has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RME are designed and provided through a whole school creative cross curricular approach.

In order to make religious education a lively, active subject we employ a variety of teaching methods including discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. We plan in such a way that subjects interact with each other during the 2 week dedicated block themed around various religious festivals and stories.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

INCLUSION

All pupils in mainstream schools must be taught religious education unless their parents have requested their withdrawal from RE lessons.

Teachers will be sensitive to, and aware of, the distinctive needs of individual students and may select material from the key stage which is appropriate to their educational needs and capacities. Teachers should feel free to use material from a lower or higher key stage where this is more appropriate to the developmental needs of individual pupils.

Pupils' activities should be differentiated so that pupils of all abilities are enabled to consolidate their learning. Emphasis is likely to be on sensory experience, personal response and interaction, and the development of an awareness of religion through the senses. It is our belief that everybody can be creative if they are given the opportunity. They will be creative in different ways but these ways are no more or less valuable.

Gifted and talented children will be stimulated by RE, through critical analysis, interpreting and evaluation of their work. Higher order thinking skills fit easily alongside the creative approach to our RME curriculum.

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

See related policies for :

- Special Needs
- Race Relations
- Multicultural Education
- Inclusion

ICT

ICT is used to teach RE in various ways. These include using the internet for research, power point to present data, IWB to deliver lessons.

TIME ALLOCATION

RE will be delivered in a creative cross curricular way each term a 2 week dedicated block themed around various religious festivals and stories.

Health and Safety Procedures

We have a high regard for the safety of the children in all activities. This is a particular consideration when organising or taking children out into the local area.

(See guidelines on school visits and LEA guidelines)

RESOURCES

To meet the aims and objectives of RME in school in a creative way resources are sourced to promote cross curricular learning, for example, music, instruments, costume, a variety of art materials. Resources link to key religious festivals and stories as outlined in the long term plan. Links with the multicultural centre allows staff access to borrow material suitable for the topic they are teaching.

RE resources are stored on the RE shelves for all the religious faiths and other topics covered in the curriculum. Boxes are also kept in the store cupboard with artefacts relating to Judaism, Islam, Hinduism, Christianity and Buddhism. Posters are stored in the plan chests.

Assessment and monitoring of RE

This is in accordance with the school policy on assessment. It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set and use this to inform future short term planning. Class teachers are also responsible for completing the tracking grid for their pupils highlighting what level the pupils are working at. This will then be passed on to the next class teacher in the pupil folder. Foundation stage will continually assess pupils through observations and complete the Foundation Stage Profile. The assessment all feeds into the end of year report which is sent home to parents and comments on individual pupils abilities within R.E. There are also 3 set opportunities throughout the school year for parents to discuss with the class teacher the progress their child is making within R.E.

The co-ordinator will monitor RE within the school, through analysis of assessment data, work scrutiny, lesson plans, lesson observations and discussions with pupils, staff and parents. A Pupil Consultation Group meets on a regular basis with the RE Co-ordinator to discuss matters related to the teaching and learning of RE throughout the school.

The right of Withdrawal from RE

At Barnby Dun Primary Academy we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from Religious Education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at Barnby Dun Primary.

In light of the new curriculum 2014 we continue to acknowledge the locally agreed syllabus and ensure our practice includes essential elements and updates as appropriate.

J. Curtis R Wilkinson-Leigh Subject Leaders

Reviewed April 2016

Next review April 2017