



Harry Gosling Primary School

Religious Education Policy 2017

Introduction

All that is included in our policy and practice is rooted in these beliefs and those in our Mission Statement.

“Shining in everything we do.”

Harry Gosling Primary School is made up of staff and pupils who originate from many nationalities, cultures and faith groups. The main religion is Islam, which is the religion of the majority of the Bangladeshi and Somalian pupils in the school. The next main religion celebrated by pupils is Christianity.

As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes. It is a key to understanding the unique ways that people attempt to answer fundamental questions about human existence.

Aims

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Harry Gosling Primary School, we develop the children’s knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

RE is taught in accordance with the aims of the London Borough of Tower Hamlets Agreed Syllabus and other relevant materials.

Particularly relevant to our school is the Syllabus’s main aim to:

‘... engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.’

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people’s responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious education also strongly supports the school’s citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

The Foundation Stage

We teach RE to all children in the school, including those in the foundation stage. RE is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the RE aspects of the children’s work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Time Allocation

Religious Education should be taught once a week for at least 30 minutes. Lessons can be split across two weeks so that time is given for rich discussion. Every effort should be made to show cross-curricular connections, whenever possible.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Religious Education is based on the three aims of the Agrees Syllabus:

- A. Knowing about and understanding religions and worldviews
- B. Expressing and communicating ideas related to religions and worldviews
- C. Gaining and deploying the skills for studying religions and worldviews

The curriculum for RE aims to ensure that all pupils:

- A. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Owing to the discussion-based nature of the Agree Syllabus, children are not required to produce writing in topic books every lesson. Evidence will be recorded in the following ways:

1) Topic Books

- cover page outlining the aims of the unit and skills covered
- extended piece of writing
- Big Question reflecting on learning from the topic

2) Class Scrapbook

- post-it notes showing questions and comments from class discussion time
- examples of work/photographs of activities as outlined in unit overviews

(Appendix 2: KS1 and KS2 outcomes)

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that children have at least one local RE visit every year **(Appendix 3: Coverage and Trips Overview)**

Effective teaching and learning of Religious Education and high standards are achieved by:

- Children making accelerated progress across each key stage.
- Children being reflective, understanding how they learn and actively identifying how to improve.
- Children having enthusiasm to explore openly, respecting their beliefs and those of others.

- Children being confident in their spiritual and moral awareness through reflection on their experiences in RE.
- Children having an effective understanding of Christian faith and practice.
- The whole school community celebrating religious and cultural diversity in school, locally, nationally and globally.
- The relevance of religion and faith informing planning across the curriculum.
- Adopting a wide range of learning strategies appropriate to learners' needs including those with SEN and subject to content.
- Effective resources being used to engage children and enrich learning.
- Full and consistent use of assessment data to inform teaching and learning.

Inclusion

At Harry Gosling Primary School we teach R.E to all children, whatever their ability and individual needs. R.E implements the school curriculum policy of providing a broad and balanced education to all children. Through our R.E teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Education Plans (IEPs). We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

We enable all pupils to have access to the full range of activities involved in learning R.E. Where children are to participate in activities outside the classroom, such as a visit to a local Jewish synagogue and we carry out a risk assessment prior to the activity/outing to ensure that the activity is safe and appropriate for all pupils.

Resources

We have sufficient resources in our school to be able to teach all the Scheme of Work. These are on the shared computer network. We keep other resources in each classroom where there is a box of equipment for each unit of work. In the library, we have a good supply of R.E topic books.

Assessment

Teachers complete regular formative assessment through questioning, observations and marking. Regular summative assessment is completed at the end of each unit using a class tracker. The tracker sets out the objectives for the national curriculum and using their assessment information teachers decide if children are emerging, expected or exceeding against the objectives.

Monitoring and review

The Humanities Leader is responsible for monitoring the quality of the teaching and learning in Religious Education.

They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The coordination and monitoring of planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their planning and teaching, by keeping informed about current developments in RE;
- reviews evidence of the children's work and teacher's planning to ensure coverage, adequate provision and progression year on year;
- organises celebratory events from different religions.
- follows up on teacher's organising trips to different places of worship

Appendix

Appendix 1: Long Term Plan for Harry Gosling Primary School

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS						
F1- special stories	1.2	1.1	L2.1	L2.3	U2.1	U2.3
F2- special people	Who is a Muslim and what do they believe? 1	Who is a Christian and what do they believe?	What do different people believe about God?	Why is Jesus inspiring to some people?	Why do some people think God exists?	What do religions say to us when life gets hard?
F3- special places	1.5	1.6	L2.4	L2.6	U2.4	U2.5
F4- special times	What makes some places sacred?	How and why do we celebrate special and sacred times?	Why do people pray?	Why do some people think that life is like a journey and what significant experiences mark this?	If God is everywhere, why go to a place of worship?	Is it better to express your beliefs in arts and architecture or in charity and generosity?
F5- being special/ belonging	1.7	1.8	L2.7	L2.9	U2.6	U2.8
F6- What is special about our world?	What does it mean to belong to a faith community?	How should we care for others and the world, and why does it matter?	What does it mean to be a Christian in Britain today?	What can we learn from religions about deciding what is right and wrong?	What does it mean to be a Muslim in Britain today?	What difference does it make to believe in ahimsa, grace and Ummah?

Appendix 2: KS1 and KS2 Outcomes

Key Stage 1 Outcomes

RE should enable pupils to:		
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key Stage 2 Outcomes

RE should enable pupils to:		
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Appendix 3: Coverage and Trips Overview for Harry Gosling Primary School

Year	Religions Taught	Trip
1	Christianity Islam	Mosque
2	Christianity Judaism	Church
3	Christianity Hinduism	Hindu Temple/ Mandir
4	Christianity Judaism Humanism	Synagogue
5	Christianity Islam Judaism Humanism	Humanist centre/visitor
6	Christianity Humanism Hinduism Islam	Cathedral/ Charity event organised by children.