

RELIGIOUS EDUCATION (RE) POLICY

Introduction

Crownfield Junior School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education is part of the basic school curriculum and makes an important contribution to the spiritual, moral and cultural development of pupils.

The school uses Discovery RE as our scheme of work.

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry-based approach to teaching and learning.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered. The long-term plan, has main religions taught alongside Christianity year groups.

The planning model used in Discovery RE is a 6-part planning process focusing on a 4-step enquiry. Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout.

The right of withdrawal

Parents are informed in the school prospectus that they have a right to withdraw their children from religious education. Parents who choose to do so are required to state this in writing, annually, to the Head teacher.

Religious education is taught on a weekly basis, for one hour, in mixed ability classes by the class teacher. Daily collective worship is also practised within the school. Pupils take part in whole school assemblies as well as separate lower school, upper school and year group assemblies. This is in accordance with the requirements for schools to devote 5% of curriculum time as stated in the London Borough of Havering Agreed Syllabus for Religious Education.

Aims and objectives

The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years. The topics are designed so that pupils develop knowledge and understanding of the principal religions in Great Britain and Christianity is taught every term.

The RE curriculum allows children to see the similarities within the major religions and make connections. Each year group will use festivals in a variety of religions. We recognise that within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all children. This is done through providing support, differentiating activities and using a range of teaching and learning styles within lessons. Where possible, teaching will be supplemented with trips to places of worship or visits from people from religious communities.

The RE Curriculum encourages children to explore and inquire more about their daily lives. SMSC (Spiritual, Moral, Social and Cultural) opportunities are identified in each enquiry, and are incorporated in each year group.

Mindfulness is also part of the curriculum this cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

Visitors to the school are encouraged as well as visits to places of worship. The impact and reality of religion on the local and global community are explored.

Pupils are given the opportunity to discuss religious and philosophical questions, giving reasons for their own beliefs and those of others by considering a range of human experiences and feelings.

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding as well as appreciation of diversity, to promote shared values and to challenge both racism and discrimination.

Assessment and Recording

The standard of work in RE is expected to reflect the targets of children in the core subjects. Displays of children's work in RE are also encouraged in class as well as the RE board. We assess children's work in religious education by making informal judgements as we observe them during lessons. The teacher uses the outcomes of each lesson to inform future planning and note any areas of particular interest shown.

RE SCHEMES OF WORK

Year 3

	Religion
Autumn 1	Hinduism
Autumn 2	Christianity
Spring 1	Christianity
Spring 2	Christianity
Summer 1	Hinduism
Summer 2	Hinduism

Year 4

	Religion
Autumn 1	Judaism
Autumn 2	Christianity
Spring 1	Judaism
Spring 2	Christianity
Summer 1	Judaism
Summer 2	Christianity

Year 5

	Religion
Autumn 1	Sikhism Hinduism
Autumn 2	Christianity
Spring 1	Sikhism Hinduism
Spring 2	Christianity
Summer 1	Sikhism
Summer 2	Christianity

Year 6

	Religion
Autumn 1	Islam
Autumn 2	Christianity
Spring 1	Christianity
Spring 2	Christianity
Summer 1	Islam
Summer 2	Islam

This policy was written by Mrs R Kwagga Dec 2017