**Ravensworth Terrace Primary School**



Religious Education Policy

Reviewed February 2017

**INTRODUCTION**

This policy outlines the teaching; organisation and management of Religious Education taught and learnt at Ravensworth Primary School. The implementation of this policy is the responsibility of all the teaching staff.

**It is a requirement of the Education Reform Act of 1988 that RE be taught to all pupils in Schools as part of the basic curriculum, according to an Agreed Syllabus for Religious Education devised by the LA.**

**Within the Act, parental right to withdraw their children wholly or partly from RE still applies as does the right for the head teacher and all teachers to withdraw from participating in teaching RE or conducting Collective Worship, on the grounds of their religious opinion or practice.**

The RE scheme of work which is used throughout the school strictly adheres to the Gateshead Education Authority's Agreed Syllabus and RE Handbook: Expectations and Experiences in Religious Education.

The Agreed Syllabus determines that religious understanding can best be approached by placing the focus on conceptual skills and attitudes in order to promote the emotional as well as the intellectual development of pupils. The RE Handbook sets out Attainment targets and appropriate Statements of Attainment relevant to the Agreed Syllabus to facilitate planning, delivering and recording of RE along the National Curriculum framework.

**AIMS AND OBJECTIVES**

Ravensworth Terrace School has developed the following aims for Religious Education in accordance with the Authority's Agreed Syllabus and Handbook for RE. We have also taken into account the schools environment and the aptitude of our pupils.

* Acquire knowledge and develop understanding of Christianity and other principal religions represented in the United Kingdom, and particularly in Gateshead
* Develop understanding of the ways in which religious beliefs and secular views influence the values, practices and behaviour of individuals, communities, societies and cultures
* Develop the ability to reason and make decisions and judgements about religious and moral issues, with reference to the teachings of the other principal religions represented in the United Kingdom.
* Address fundamental questions about life and enable personal search for meaning and purpose through consideration of the beliefs and teachings of the principal religions represented in the United Kingdom
* Reflect on personal experiences in the light of their study of religion and develop confidence in their own identity, beliefs and values
* Develop positive attitudes towards other people who hold different views and beliefs
* Develop a sense of belonging and responsibility as a member of a diverse community, locally, nationally and globally.

**RIGHTS RESPECTING SCHOOL**

We are working towards becoming A Rights Respecting School. This is in relation to the Unicef Rights Respecting Schools initiative which is provided in order to enable children and young people to make informed decisions and to grow into confident, active and responsible citizens. Teachers use class assembly time to discuss children’s rights from the UN Convention on the Rights of the Child, in addition to other lessons across the curriculum.

**RRSA Articles**

**Article 2:** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 5:** Respect the rights and responsibilities of parents and careers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices.

**Article 13:** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 14:** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

**Article 15**: Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people form enjoying their rights.

**Article 28:** Every child has the right to an education.

**Article 29**: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 30:** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

**Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**TEACHING RELIGIOUS EDUCATION**

RE contributes to

* the ethos of the school
* the pupils’ spiritual, moral, social and cultural development
* the fostering of values and attitudes
* the development of skills including the use of ICT
* cross curricular themes, and dimensions including Literacy, Numeracy, PSHE and Citizenship
* links with other curriculum areas

**CURRICULUM MANAGEMENT**

In accordance with the law we provide Religious Education for all pupils registered at the school. The teaching of RE comprises approximately 5% of the curriculum timetable as required by the Agreed Syllabus and recommended by the QCA.

This equates to approximately one weekly lesson of 50 minutes to 1 hour. The responsibility of ensuring the legally required amount of Religious Education is taking place lies with the class teacher and is monitored by the Co-ordinator.

To ensure that all Attainment Targets and Statements of Attainment are met across the Key Stages, Gateshead's Agreed Syllabus for RE is adhered to. This is further supported through the use of the LCP RE Scheme of work.

The topics are used in this school in the following way:-

**Reception**

Celebrations, Belonging, Places of worship and sacred texts.

**Year 1**

What does this religion teach? Why are some people important to followers of this religion? How do followers of this religion worship? Judaism and Christianity.

**Year 2**

What do the followers of this religion believe? How do followers of this religion live? What occasion do followers of this religion celebrate? Judaism and Christianity.

**Year 3**

What do the followers of this religion believe? What does this religion teach? Why are some people important to followers of this religion? Christianity and Hinduism.

**Year 4**

How do followers of this religion worship? What occasion do followers of this religion celebrate? How do followers of this religion live? Christianity and Hinduism.

**Year 5**

What do the followers of this religion believe? What does this religion teach? Why are some people important to followers of this religion? Christianity and Islam.

**Year 6**

How do followers of this religion worship? What occasion do followers of this religion celebrate? How do followers of this religion live? Christianity and Islam.

An act of collective worship is celebrated every day with the whole school meeting together on Monday, Tuesday, Wednesday and Thursday. Class-based assemblies are held on Thursday and Friday.

In planning RE both for the classroom and for collective worship, we provide cross-curricular links and feel strongly that special attention should be paid to helping pupils enlarge their perceptions and deepen their sympathies.

We feel that the presence of RE in the curriculum adds an extra essential dimension to the overall development of our children - that of the spiritual and hope that by delivering this to our pupils, they are able to understand more of the specially named spiritual power beyond themselves called God.

There is no set budget designated to the provision of resources needs highlighted within audits are immediately addressed.

**PROCEDURES FOR MONITORING AND EVALUATING OF RELIGIOUS EDUCATION**

We have a designated RE Co-ordinator and the school takes full advantage of the services of the RE Adviser for the implementation of staff training, planning for RE and support in the classroom. Time during staff meetings will be allocated to discuss and disseminate issues related to the teaching of Religious Education.

Religious Education will be monitored and evaluated in the following ways:

* Teacher/support staff feedback.
* Feedback from governors/staff.
* Pupil feedback.
* Parental feedback.
* OFSTED inspection.

**TEACHING STYLES, LEARNING ACTIVITIES AND RESOURCES**

**Resources**

Religious artefacts and other resources including DVDs are stored in the corridor outside the dining hall. It is the role of the subject coordinator to ensure resources are purchased and available to the staff and pupils.

I**nclusion**

The regular RE lesson is appropriate for all pupils. Teachers will use differentiation to involve children of all ability levels including gifted and talented children.

All children benefit from participating, watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

**Assessment, recording and reporting**

The progress and achievements of pupils is as detailed in the schools assessment policy Teachers assess the children’s work in R.E. both by making informal judgements as they observe them during lessons and by carrying out formal assessments of their work, gauged against the specific learning objectives set out in the National Curriculum.

n the Foundation Stage, children’s attainment is assessed in relation to the Early Learning Goals using the Foundation Stage profile.

In line with national requirements, Ravensworth Terrace reports annually to parents on pupils’ attainment and progress in religious education.

**WITHDRAWL FROM RE**

It is a statutory requirement that Religious Education is taught. R.E. has equal standing in relation to the National Curriculum subjects.

Parents may request that their child be withdrawn from Religious Education. A member of staff will supervise the children who are withdrawn. Requests should be made in writing and addressed to the Head Teacher.

The Head Teacher will also consider the guidelines laid down in the DES Circular 3/89 paragraph 44 pertaining to requests for the withdrawal of pupils from RE and which states that:

"There will be occasions when spontaneous enquiries made by pupils on religious matters arise in other areas of the curriculum".

In the Authority's view, replies to such enquiries are unlikely to constitute RE within the meaning of the legislation and a parent would not be able to insist on a child being withdrawn every time issues relating to religious and spiritual views were raised.

In the event of any complaints relating to RE, this school will consult the Authority's procedure in the ERA of 1988 - Local arrangement for consideration of Complaints about the school Curriculum.

Reviewed by S Spoors

February 2017