



Religious Education Policy

Policy Creation & Review	
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Ellen Wilkinson Primary School

RELIGIOUS EDUCATION POLICY

1. Principles

RE is part of the core curriculum. It is taught in accordance with the most recent Newham Agreed Syllabus. It makes contributions to spiritual, moral, social and cultural development and helps imbed British Values. RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

2. Aims and Objectives

2.1 Aims

- To foster the development of positive attitudes in order to encourage pupils to see themselves as an equal, valued and valid part of the school and the community
- To develop an awareness of the spiritual side of life and to see that this is equally as important as the physical and intellectual sides
- To know and understand the beliefs of others and respect their right to believe and to understand how religious beliefs and practices affect people's lives
- To discover the significance of commitment to a personal faith for some people and to understand that a religious faith helps some people to consider and come to terms with basic human questions
- To examine questions relating to human existence and purpose
- To become responsible for one's own behaviour and to develop a willingness to act according to moral rules and to regulate behaviour for the good of another individual or the group
- To develop a willingness to see that others have a right to a point of view

2.2 Objectives

- To study the festivals and ceremonies, traditions and rituals that mark the stages of life
- To link basic religious concepts to practices of everyday living and to examine the roles of family life in religion
- To appreciate the similarities and differences between religions and to enrich their understanding of religious vocabulary
- To respond imaginatively to religious ideas and consider the different ways in which individuals may come to a personal faith and commitment
- To study the beliefs, instructions and organisations of particular religions
- To be sensitive to the feelings, beliefs and actions of others and to explore the idea that caring should come before personal interests
- To help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth
- To help children with experiences of encountering change such as death, suffering, inequality and conflict
- To examine ideas of right and wrong and to discover the importance of silence and reflection
- To distinguish between religious and other forms of understanding, for example, scientific, historical
- To reflect on their own experiences and to develop a sense of religious understanding
- To appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others

3. Legislation and guidance

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old.

3.1 Withdrawal

The ERA provides parents with the right to withdraw their children from Religious Education although it is always hoped that here at Ellen Wilkinson Primary we can find a way to keep all children involved. Should a parent/carer be considering withdrawing their child, they must firstly request a meeting with the Head teacher to discuss their concerns in order to come to an agreement. In the unlikely event that a solution cannot be found, the parent needs to confirm their intention to withdraw their child from Religious Education in writing. Once a child has been withdrawn they cannot take part in RE until the request for withdrawal has been removed.

Please note that parents are responsible for the care of their child if they want to proceed with withdrawal during the time of the RE lessons and must provide the child with activities to do during this time. The school if it can will provide a safe place for the child to be, but does not have to do this if their resources are unable to do this. In this case it will need to be that the parent comes to be with their child during this time.

4. Roles and responsibilities

4.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. Please note that much of this work is conducted through the Curriculum & Standards Committee of the Governing Body

4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the policy, and those subjects are implemented in line with the aims and objectives.
- Provision is in place for pupils with different abilities and needs, including children with SEND

4.3 RE Leader

- Agreeing the vision for their area in relation to the whole school curriculum version
- Ensuring that both 3 and 1 year development plans are in place, delivered and evaluated to support school development
- Ensuring that cohesive progression grids are in place so that statutory coverage using the Newham Agreed Syllabus is met and that learning is structured to support clear progression of skills and understanding.
- All children's needs are planned for, met and assessed
- Supporting development of understanding and pedagogy
- Monitoring pupil outcomes both formally and informally so that timely interventions are in place to address under attainment.
- Be proactive in promoting cultural capital in relation to their subject area to ensure pupils are not disadvantaged in comparison to those nationally.
- Ensuring appropriate resourcing is in place to promote high standards of learning and teaching
- Arranging CPD as needed to support staff

4.4 Teachers

- To plan and deliver RE in accordance with this policy and Local Authority Scheme

5. Organisation/Approach

5.1 Curriculum

The school's Religious Education Curriculum is based on Newham's Agreed Syllabus which is agreed by the Standing Advisory Committee on RE (SACRE). This is made up of Newham Councillors, teachers and faith group representatives

Whilst studying Religious Education children are introduced to the relevance religion has had to the development of history, language and the social development of the United Kingdom.

5.2 Approach

The curriculum is delivered through 2 approaches;

- A thematic approach – through the study of class topics concentrating on an area of religion e.g. festivals
- An integrated approach – by drawing out aspects of various religions which have a specific relevance to other curriculum areas

Lessons provide opportunities for discussion, written work, sharing of experiences, lifestyles, practical activities (art, drama, visits to places of interest in the local area, exploration of artefacts, songs and videos and visitors to the school).

The class teacher is responsible for delivering lessons and assessing pupil's progress and understanding in accordance with agreed syllabus.

5.2.1 SMSC and Fundamental British Values

Ellen Wilkinson Primary actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The school also ensures that there is a rounded programme of themes/ assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong.

Religious Education at Ellen Wilkinson Primary promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles.

5.3 Resources

Resources including books, posters and religious artefacts can be found in the store room or with the subject leader. Schemes of work for each year group and digital resources can be found in the Google drive for RE

5.4 Visitors & Visits

From time to time guest speakers may be involved in RE lessons or visits to a place of worship may form part of the curriculum. We ensure that all visits and visitors are supported and endorsed by SACRE so that content is appropriate & age specific and that speakers are clear they are not to promote their specific faith. At all times speakers are accompanied and supervised by school staff. For further details please see PREVENT action plan.

6. Inclusion

RE aims to meet the needs of all children through planned differentiation and resources. This will include the need to adapt lessons to account for children's different learning styles and those for whom English is an additional language (through the use of visual aids and/or the support of another adult), children with Specific Special Educational Needs and the Gifted and Talented children.

7. Monitoring arrangements

This policy will be reviewed and approved by the Governors Curriculum Committee on behalf of the Governing Body every five years or more frequently if changes are made.

8. Links with other policies

This policy links to the following policies and procedures:

- Collective Worship policy
- Equality information and objectives
- Learning & Teaching Handbooks
- Curriculum policy