

Scott Wilkie RE Policy 2016-2017

The legal position of religious education

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

At Scott Wilkie, we teach religious education in accordance with the latest (2016) Newham Agreed Syllabus which was updated in May 2016. The title of the Newham local agreed syllabus is 'Exploring Beliefs, Celebrating Diversity'. It is called this because RE gives children and young people the opportunity to:

1. Learn about religion and world views
2. Express and communicate ideas about religion and world views
3. Gain and deploy skills needed for the study of religion and world views.

Although RE is a statutory requirement for children in reception, at Scott Wilkie, it is not taught weekly. It is taught by sharing religious and cultural events, as they occur and by drawing links between shared events in school and a child's home experiences. There are no yearly time requirements but it is recommended that both in reception and in the Nursery RE is a noticeable element in the experience of the children'.

In KS1 and KS2 RE is taught weekly with a yearly coverage of 36 hours in KS1 and 45 hours in KS2.

Withdrawals

Parents who wish to withdraw their children from RE, because of personal choice or religious affiliation, are permitted to do so, once they have made a **formal written request to the school, and this has been agreed by the head teacher and governors**. A record of withdrawals is kept by the RE Co-ordinator.

Scott Wilkie does not recommend withdrawals and every effort will be made to discuss this with parents prior to a formal withdrawal request.

Withdrawal from Places of Worship Visits should be made in writing, although where possible discussion with parents prior to this should be undertaken.

Aims

The Newham agreed syllabus that we follow at Scott Wilkie aims to:

' promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value' whilst learning about and from religion. It promotes pupils' spiritual, moral, social, emotional, cultural and intellectual development. At Scott Wilkie, we also have an SMSC Policy that supports this.

In accordance with the New Agreed Syllabus at Scott Wilkie we believe that:

RE should...

- encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others;
- help pupils in their search for meaning and purpose in life;
- neither promote nor undermine any particular religious, spiritual or secular stance; and to pupils and teachers of any religious stance or none;
- encourage pupils to be confident and able to safely express their views and opinions.
- be accessible to pupils and teachers of any religious stance or none.
- Alongside all other aspects of school life, RE should make a contribution to develop and demonstrate skills and attitudes that will allow pupils to participate fully in and contribute positively to life in modern Britain.

We recognise that successful learning in RE requires a learning environment that encourages:

- self-awareness;
- curiosity;

- respect for all;
- sensitivity towards and understanding of others;
- open-mindedness;
- trust;
- community; and
- appreciation and wonder

in both teachers and pupils.

RE planning

In the EYFS RE is focused on three themes:

- Celebrations
- Stories and What They Tell Us; and
- Aspects of Identity and Relationships.

They contain a balance between:

- exploring (what people believe, what people do, and how people express themselves) and responding (making sense of who we are, making sense of life, and making sense of values and commitments).

For Key stages 1 and 2 there is a whole school RE Overview which outlines which units should be taught and when and when each year group should visit a place of worship. This and other resources such as links to NATRE and the RE online websites, to support the teaching of RE at Scott Wilkie can be found in the Sacre section of the MLE. At Key stages 1 and 2 within the support units, children learn about Christianity, Islam, Hinduism, Sikhism and Judaism as well as atheist, humanist and agnostic points. The units highlight opportunities to

learn creatively through the arts, and also opportunities to learn outside the classroom. They also cover the skills that children should acquire by the time they leave primary school.

At Key Stage 1 (ages 5 - 7), the agreed syllabus requires that schools 'reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions presented in Great Britain' (The Education Act 1996).

At Key Stage 2 (ages 7 - 11), the agreed syllabus requires that schools include six RE units in each year. This agreed syllabus expects schools as a minimum to provide opportunities for pupils to be taught about Christianity, at least one other principal religion, a religious community with a significant local presence and where appropriate a secular world view.

There is also a Big Question for each year group (1-6) that forms the basis of all units of work covered in that year and which should continually be referred to on a consistent basis.

RE on MLE: LA Rooms- primary/secondary - SACRE - 2016 New Agreed Syllabus (click on relevant folder for year groups)

All schemes of work and support units are also accessible in the shared staff planning folder under RE and in year group folders.

At the medium term planning stage at least one RE lesson per half term must be planned for and taught through P4C.

Religious Education and inclusion

RE aims to meet the needs of **all** children through planned differentiation and resources. Teachers need to adapt lessons to account for: different learning styles, for children who have English as an additional language, for children with specific learning needs and for children who are gifted and talented.

Teaching and Learning

At Scott Wilkie we recognise that well-taught RE makes a significant contribution to the education of children and young people.

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage the children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

When teaching RE cross-curricular links should be made wherever possible. A balance should be made between the teaching of (AT1) learning about religion and (AT2) learning from religion.

At Scott Wilkie RE should be taught through:

- P4C
- Discussion and debate
- The use of activities that promote higher order thinking
- Open ended tasks that can have a variety of responses
- Role play and drama
- Creative storytelling/ spirited play
- Reflection
- Use of visitors
- Visiting different places of worship
- Art and design and technology
- Music

Staff should also ensure that they provide opportunities for children to ask their own questions.

Assessment

Teachers assess children during lessons, through observation and discussion and by the work they produce. They then use this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Books are marked by the beginning of the next lesson and open questions that further learning are asked in KS2 books, throughout the topic. When appropriate, children are encouraged to make judgements about their own learning and how they can improve their own work.

At the end of a whole unit of work, the teacher makes a summary judgement about the ability of each pupil in relation to the National Curriculum levels of attainment. At Scott Wilkie we have half termly assessment sheets with the NC objective for every topic. The teacher is required to make a best fit judgement deciding whether a child is working towards, expected or above expected for that topic. The assessment sheets are available in (Staff - 2016-2017-subjects - RE). Once they are completed teachers should keep a copy for themselves and a copy should be handed in to the RE Coordinator every half term. An assessment task is included in the New Agreed syllabus for RE 2016 that all year groups will be required to complete for every unit of work.

Monitoring and review of RE

The monitoring of RE is the responsibility of the RE Co-ordinator who monitors RE termly and then writes a report to the head teacher. The monitoring includes the monitoring of planning and books (years 1-6), the monitoring of displays through learning walks, as well as pupil interviews.

It is also the role of the RE Co-ordinator to support colleagues in their teaching of RE and to attend borough RE network meetings and feedback anything significant to staff, keeping staff informed about current developments in RE. Also, two of the staff meeting INSETs per year have an RE focus (depending on the needs of the school at that time).

The quality of teaching and learning in RE is also monitored and evaluated by members of the senior leadership team as part of the school's agreed cycle of lesson observations.

Resources

There are sufficient resources for all RE units.

KS1 RE resources are stored in the KS1 resource cupboard (located in the staffroom). They are organised into year groups and units of work. KS2 resources are stored in the KS2 resource cupboard (located in the staffroom). They are organised into religions. Resources include: books, DVDS, CDs, and artefacts. Persona Dolls are kept in reception classrooms. There is an artefact based box for each religion

stored in these cupboards. New resources for Scott Wilkie were ordered in May 2015 in preparation for the 2016-2017 academic year. These include books and artefacts that are recommended by the New Agreed Syllabus 2016. Resources should be updated every year based on the needs of the school and in conjunction with teacher requirements.

Place of Worship Competition

At Scott Wilkie, pupils in every year group are expected to enter the annual Place of Worship Competition.

This includes:

Visiting a place of worship. This links to the POW visit that pupils can visit as suggested on trips overview sheet and in connection with the topic currently being studied. (Staff -2016-2017-subjects-RE and on MLE)

From the visit, designing and creating a display that reflects what the children have learnt in an innovative way.

Excellent examples of individual work can be submitted along with the whole year group display.

It is the responsibility of the RE Coordinator to ensure that all photos of the display and individual entries are submitted to Claire Clinton by the deadline.

Examples of previous winning work can be found on RE Matters website run by Claire Clinton the RE adviser for the borough. This should be shared at staff meeting prior to the competition, along with expectations.

Collective Worship Assembly

Collective Worship Assemblies takes place twice a week at Scott Wilkie in KS1 and KS2 respectively. A daily act of worship is included as a thought of a day in assemblies which take place at Scott Wilkie every day.

The law in England and Wales

The most recent legal statement of the requirements for collective worship (as distinct from assembly) are contained in the School Standards and Framework Act 1998. These build on similar requirements in Section 346 of the Education Act 1996, the Education Reform Act 1988, and Section 25 of the 1944 Education Act, where the law on compulsory collective worship began. Section 70 of the 1998 Act states that, subject to the parental right of excusal or other special arrangements, "...each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship."

At Scott Wilkie The majority of acts of collective worship should still be "wholly or mainly of a broadly Christian character".

However In other acts of worship, consideration should be given to "circumstances relating to the family backgrounds of the pupils which are relevant for determining the character of the collective worship which is appropriate in their case" and to the "ages and aptitudes" of the pupils.

At Scott Wilkie the local church comes in at least once a term to lead a Christian based collective worship assembly in KS1 and KS2.

RE units are linked to Fundamental British Values. The links are made clear in the document below.

Religious Education Units of work and links to fundamental British values

Rule of law ▲

Individual liberty ★

Tolerance ✖

Democracy ⌘

Mutual respect ●

Year 1: ● ✖

What can be special about living with family and friends? ★

Why do Christians celebrate Christmas?

What does it mean to belong to Islam? ▲

What does it mean to belong to Hinduism? ▲

What does it mean to belong to Christianity? ▲

What does it mean to belong to Sikhism? ▲

Year 2: ● ✖

Where does the world come from?

How do we know Easter is coming?

How do special foods and fasting help people? ▲

Special books

Why did Jesus tell stories?

Kwanzaa or Forgiveness ★

Year 3: ● ✖

Holi

How do Jews celebrate? ▲

Signs, symbols in religion

Light in religion

What do Sikh sayings tell us about Sikh beliefs?

How did Jesus and Buddha make people stop and Think? ★

Year 4: ● ✖

Religions in our neighbourhood ★

Easter

What makes me the person I am? ★

Hindu worship

Marriage ▲

Why is the Bible special?

Year 5: ● ✖

Christmas around the world

Beliefs about God

Animal's law case ▼

Muhammad and the Qur'an ▲

What inner forces affect us? ▲

Jesus' example ▲

Year 6: ● ✖

Similarities and differences between religions ★

Easter

Design a celebration ★

Beliefs about life after death

Art in Christianity

Religious leaders

