

RE POLICY

Approved by: Board of Directors on 10th February 2016

Effective From: December 2015

Review Date: December 2017

Next Review Date : December 2019

Aims and objectives



Article 14: Your right to follow your own religion

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. In the Heathland Whitefriars Federation we develop the children's knowledge and understanding of the major world faiths.

We enable children to develop a sound knowledge not only of their own faith and beliefs but also of other world religions, including those that are the main faiths of children and staff within our schools.

Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn **from** religions as well as **about** religions.

The aims of religious education are to help children:



Article 6: You have the right to life and to be healthy

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of their own beliefs and faiths and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

The legal position of religious education

The religious education curriculum forms an important part of our schools' spiritual, moral and social teaching. It also promotes education for citizenship. Our schools' RE curriculum is based on SACRE guidance and the Harrow LEA's Agreed Syllabus and it meets all the requirements set out in that document. The Education Reform Act 1988 (ERA) states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Teaching and learning style



Article 29: Your right to become the best that you can be.

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.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We aim to invite people of different faiths or parents into school to talk to the children about special events / celebrations within their religion. Our central key school Values include respect and tolerance and as such we help our pupils to learn from each other in terms of their faith and beliefs and the things that cause them to wonder.

Trips



Article 13: Your right to have information

Every year group, from year 1 to year 6 will visit at least one place of worship during the academic year. When they leave the Heathland or Whitefriars, the children will have experienced a place of worship for each of the 6 major world faiths. We visit places of worship as guests and learners NOT as worshippers.

We also welcome experts and leaders from some key faiths including visits from a local vicar and Imam.

Curriculum planning in religious education



Article 28: Every child has the right to learn and go to school.

We plan our religious education curriculum in accordance with the Harrow's LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each RE topic, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge and as they move through the schools.

We recognise the fact that all classes in our schools have children of widely differing ways of learning, and so we provide suitable learning opportunities for all children by matching the challenge of the lesson to the pupil's learning needs.

Foundation Stage

We teach religious education to all children in the schools, including those in the reception classes.

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education 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. Through teaching religious education in our school, we provide opportunities for spiritual development and reflection.



Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise issues around rights and wrongs through the study of moral and ethical questions.

We enhance their social development by helping them to build a sense of identity in a multicultural, multi-faith society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Assessment and recording

The standard of work in RE is expected to meet the targets children are following in other core subjects.

Evidence of pupil’s learning in RE is kept in RE portfolios, and includes group and individual outcomes of learning relating to each RE topic.

Teachers leading RE learning keep a record of attainment and other pieces of evidence of learning using Incerts.

Resources

We have a wide variety of resources in our school to be able to teach the lessons approved by the Harrow Scheme of work. There is also an allocated budget for additional resources, which may be required and for trips.

Signed _____
(RE Faculty Leader)

Date _____

Signed _____
(Executive Head Teacher)

Date _____

Signed _____
(Chair of Directors)

Date _____