



Religious Education Policy

Legal Requirements

- In all maintained schools religious education should be taught to all registered pupils in full-time education including those in reception classes.
- Every area of the curriculum, including religious education, should promote the spiritual, moral, social and cultural development of pupils.
- An agreed syllabus should 'reflect the fact 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 represented in Great Britain.' (Education Act 1996)

Husborne Crawley Lower School follows the RE Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton 2012-17: Identities, Meanings and Values. This takes account of the fact that Bedfordshire pupils come from a range of different religious traditions and from non-religious backgrounds.

- Parents have an absolute right to withdraw a child from receiving RE and the school must comply with the request for withdrawal. Reasons do not have to be stated and the school continues to be responsible for the supervision of any child withdrawn from RE lessons by his/her parents.
- No teacher can be required to teach RE if he/she does not wish to do so.
- RE taught in accordance with an agreed syllabus is subject to OFSTED inspection arrangements.

The Aim of Religious Education

'The aim of Religious Education in the schools of Bedford Borough, Central Bedfordshire and Luton is to contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.'

To achieve this aim, the Agreed Syllabus has two broad Attainment Targets:

AT1-Learning about Religion

Pupils should acquire knowledge about and understanding of religions and beliefs.

This includes the ability to identify, name, describe and give accounts, in order to build a coherent picture of each religion, explain the meaning of religious language, stories and symbolism and explain similarities and difference between, and within, religions.

AT 2- Learning from Religion

Pupils should be enabled to reflect on and respond to their study of religions and beliefs. They learn to engage with, reflect on and respond to questions of identity, diversity, belonging, meaning, purpose, truth, values and commitments.

This includes the ability to investigate and give an informed and considered response to religious and moral questions and issues, to reflect on what might be learnt from religions in the light on one's own beliefs and experience and to identify and respond to questions of meaning within religion.

RE is at its most effective when these two Attainment Targets are closely related in the learning experiences.

This policy was adopted by the Governing Body in November 2016. To be reviewed in Autumn Term 2018

Signed:(Chair of Governors) Date:

The Husborne Crawley Lower School Programme

This is based on the recommended Study Units.

2017-18	Autumn 1 7 weeks	Autumn 2 6 weeks	Spring 1 5 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 6 weeks
KS1	7. What can we learn from sacred books and stories? 8 hours 2. Who is a Christian and what do they believe? 5 hours		5. How and why do we celebrate special times? 7 hours 4. Who is a Muslim and what do they believe? 3 hours[part 1]		10. Who is an inspiring person? 8 hours 8. How do we show care for others? 4 hours[part 1]	
KS2	3. How should we live and who can inspire us? 11 hours 6. What do the religions teach about the natural world and why should we care about it? 2 hours		2. How and why do believers show their commitments during the journey of life? 7 hours 6. What do the religions teach about the natural world and why should we care about it? 3 hours		4. What are the deeper meanings of the festivals? 10 hours 6. What do the religions teach about the natural world and why should we care about it? 2 hours	
2016 - 17	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 4 weeks	Summer 2 7 weeks
KS1	1. What does it mean to belong? 8 hours 2. Who is a Christian and what do they believe? 6 hours		9. Why should we care for the Earth? 8 hours 8. How do we show care for others? 4 hours[part 2]		6. What makes some places special? 7 hours 4. Who is a Muslim and what do they believe? 4 hours[part 2]	
KS2	7. What does it mean to be a Jew? 10 hours 5. How and why do Christians follow Jesus? 3 hours		5. How and why does a Christian follow Jesus? 10 hours 6. What do the religions teach about the natural world and why should we care about it? 2 hours		1. Where, how and why do people worship? 9 hours 6. What do the religions teach about the natural world and why should we care about it? 2 hours	

The recommended time allocation for RE is 36 hours of tuition per year for KS1 e.g. 50 minutes per week and 45 hours of tuition per year for KS2 e.g. an hour per week.

The Foundation Stage

RE makes a particularly important contribution to the following Early Learning Goals:

- Personal Social Development
- Communication, Language and Literacy
- Knowledge and Understanding of the World
- Creative Development

The syllabus links early learning goals to themes in the National Framework and to KS1 Recommended Study Units of the Agreed Syllabus. Husborne Crawley Lower pupils are offered experiences and opportunities through stories, role play, dressing up, taking part in plays, talking to visitors, watching films, handling artefacts, assemblies, art, music, dance, food tasting, exploring the natural world, celebration of special occasions and achievements.

KS1 and KS2

In teaching the two attainment targets of the Agreed Syllabus, Husborne Crawley Lower School takes account of the knowledge, skills and understanding section of the National Framework for RE. For example pupils will be taught to:

- explore a range of religious stories and talk about their meanings.
- name and explore a range of celebrations, worship and rituals in religion and begin to note similarities and differences.
- reflect on and consider religious and spiritual feelings and experiences.

Also, account is taken of the experiences and opportunities to be offered to pupils for example:

- visiting places of worship and focusing on symbols and feelings;
- using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences;
- beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Levels of Attainment

The two Attainment Targets for RE set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the key stage. The key indicators of attainment in RE are contained in three strands for Attainment 1 [Learning about religions and beliefs] and three strands for Attainment 2 [Learning from religions and beliefs].

The syllabus provides unit specific level descriptors for both attainment targets e.g. AT2 level 1 'Can recall religious stories, actions and celebrations and recognise religious symbols, words, gestures and artefacts.', which we can use in conjunction with QCA generic level descriptors and 'I can' level descriptors which pupils can use themselves. e. g . AT1 level 2 'I can use the religious words and phrases to identify some features of religion and its importance for some people.'

Attitudes in religious education

We aim to develop the following four attitudes:

- Self-awareness e.g. recognising their own uniqueness as human beings.
- Respect for all e.g. developing skills of listening and a willingness to learn from others, even when others' views are different from their own.
- Open-mindedness e.g. being willing to learn and gain new understanding.
- Appreciation and Wonder e.g. appreciating the sense of wonder at the world in which they live.

Learning across the curriculum

We recognise that religious education plays a significant part in promoting personal, social and health education. Religious education provides opportunities for pupils to develop the key skills of communication, use of ICT, working with others, thinking skills, problem solving and creativity.

Resources

Resources such as books, posters and artefacts are stored in separate boxes labelled by themes. There is also a general resource shelf in Eagles classroom which contains books for staff to refer to for information about a variety of religious traditions and beliefs. Books relating to assemblies are also located here.

Collective Worship

Collective worship and assembly are distinct activities and although they may take place as part of the same gathering, the difference between them should be clear. Acts of collective worship at Husborne Crawley Lower aim to be of educational value, meaningful and in some sense reflect something special or separate from ordinary school activities. We recognise that in line with the 1993 Education Act, collective worship is to be 'wholly or mainly of a broadly Christian character.' The majority of acts of worship over a year must contain some elements which relate specifically to the traditions of Christian belief and which accord a special status to Jesus Christ.

If a parent asks that a pupil should be wholly or partly excused from attending collective worship then the school must comply. We continue to be responsible for the supervision of any child withdrawn by his/her parents.

Assemblies

Whole school assemblies are held five days a week. On Fridays there is a special assembly to celebrate achievements and birthdays. During the course of the year special assemblies are held to acknowledge times of significance or celebration in different faiths and cultures. Through the year each individual class is given the opportunity to prepare an assembly reflecting topics studied in class to show their parents. Visitors from the community are also invited to talk to the school about a range of topics and community projects and activities.

Responsibilities

The responsibility for the provision and delivery of Religious Education lies with the Head teacher but the Governing body must also exercise its function to secure the provision of RE and ensure that sufficient time and resources are given to RE in school to meet statutory requirements.

The RE curriculum leader will attend relevant professional development courses, keep informed of future initiatives in RE, order and organise resources within the budget allocated, prepare an action plan and review the policy statement.