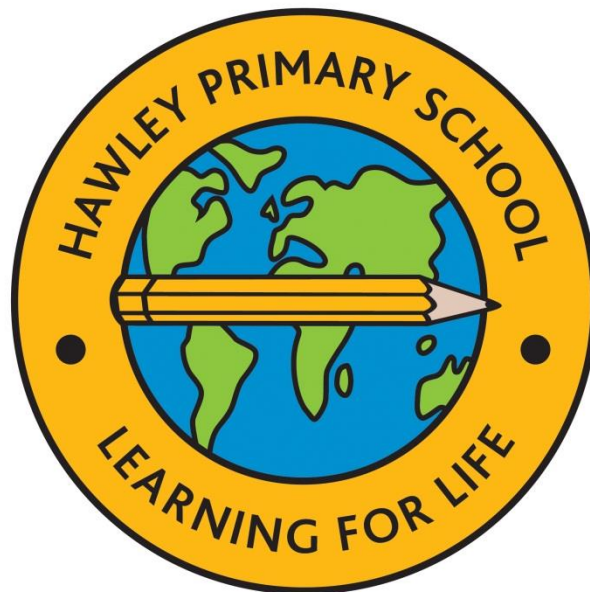


# HAWLEY PRIMARY SCHOOL



## RELIGIOUS EDUCATION POLICY

**AGREED BY HEADTEACHER:** Autumn 2023

**LATEST REVIEW:** Autumn 2023

**NEXT REVIEW:** Autumn 2025

## **Introduction**

This document is a statement of the aims, principles, and strategies for the teaching of Religious Education at Hawley Primary School.

Hawley Primary School welcomes all ethnic groups. The school has a good relationship with the local community and is situated near Holy Trinity Church. The school collaborates with the local priest and the children have opportunities to visit the church to celebrate religious festivals.

## **Aim and Purpose of Religious Education (RE)**

The aim of RE is to foster in pupils a reflective approach to life and enable and enrich this process through their study of living faiths, acknowledging the fact that the religious traditions in Great Britain are in the main Christian, and taking account of the teaching and practices of the other principal religions represented in the country. Through this approach we aim to help children develop understanding, empathy and respect the right of people to hold and practise beliefs different from their own.

- RE aims to develop the children's skills, concepts and attitudes identified in the Agreed Hampshire Syllabus.
- RE seeks to promote reflection, empathy, comprehension, investigation, interpretation, and analysis.
- RE aims to allow children to develop skills in respect and tolerance through exploring a variety of World Religions, opinions, and beliefs.
- RE also aims to foster attitudes such as curiosity, open-mindedness, self-understanding, respect, wonder and appreciation, as these are fundamental to a fair-minded study of religions and spiritual dimensions of human life.

## **Legal Requirement**

The Education reform Act 1988 states that – "The curriculum for every maintained school shall comprise a basic curriculum which includes provision for RE for all registered pupils in the school."

## **Local Authority Agreed Syllabus**

In accordance with the Education Act (2006), the teaching of RE at Hawley Primary School follows the LA Agreed Syllabus 'Living Difference IV'. Copies of this document are with the RE Co-ordinator.

## **Time Allocation**

The time allocation for the teaching of RE at Hawley Primary School is 36 hours at EYFS and Key Stage 1, and 45 hours at Key Stage 2 per year, as recommended in the Agreed Syllabus 'Living Difference IV'.

## **Approaches for teaching Religious Education**

RE is taught in accordance with the agreed Hampshire Syllabus 'Living Difference IV' (Revised 2017). The children are taught about Christianity and aspects of other key religions identified in the Agreed Syllabus.

EYFS- Children will learn about Christianity and one other religion (Hinduism).

In KS1- Children will learn about Christianity and one other religion (Judaism).

In KS2- Children learn about Christianity and three other religions (Hinduism 3/4 and Islam and Humanism in 5/6).

The RE topics build on the children's own experiences and progressively develop an understanding of the key concepts, features, beliefs, celebrations, and values of all key religions. Whilst fostering an appreciation of the significance of faiths and their followers, children learn to appreciate the significance of faiths to their believers.

Pondering Time is a child led learning experience, which encourages children to choose a religion and concept to learn about. In KS1 and KS2, pondering time takes place for one half term. This allows children to explore different concepts and expands their understanding.

### **Strategies for the teaching of Religious Education**

The predominant mode of working in RE is whole class teaching, although individual work and co-operative group work are used where appropriate. The teaching and learning methods of RE is planned to employ a wide range of teaching methods including:

- Visits to places of worship,
- Exploring Religious artefacts,
- Listening to religious stories,
- Visits by members of faith communities,
- Reflection on religious symbols, sounds and the use of silence,
- Using ICT and internet resources where appropriate,
- Experiential learning through drama, art and music.

### **Equal opportunities**

The teaching of RE is planned with due regard for the school's policy for Equal Opportunities. Pupils with special educational needs receive support from the class teacher to undertake work which is planned for their level of ability, which allows them to take an effective and valuable role in lessons.

### **Role of the RE Co-ordinator**

- To take the lead in policy development.
- To ensure progression and continuity in RE through the development of the long-term plan.
- To support colleagues with medium term plans which each Year Group then implements as they feel appropriate for their needs.
- To monitor progress in RE and advise the Headteacher on action needed.
- To take responsibility for the purchase and organisation of resources for RE.
- To keep up to date with developments in RE and disseminate information to colleagues as appropriate.

### **Resources**

There is a central store of RE resources located in faith related boxes, on shelves, in the Teachers work room. These include religious artefacts, books, posters, DVD's and image media, and are organised according to the religion to which they relate. The RE Co-ordinator will keep a file which consists of all the medium plans together with a collection of information, articles and ideas which will support staff when implementing these. Staff will

have access to all planning electronically. All additional planning and resources and electronic copies can be accessed by all staff through the HIAS Religious Education Moodle- <https://re.hias.hants.gov.uk/>

### **Continuity and progression**

RE is planned to ensure continuity and progression in concepts, and skills are identified within units of work. The Progression of skills document provides End of Year Aims for Reception, Year 2, Year 4 and Year 6. These can be found within the Living Difference documents and should be used by staff when planning.

### **Assessment, Recording and Reporting**

- Assessment opportunities are identified on the medium-term plans.
- Progress is tracked termly using our online assessment tool, arbor.
- The progress pupils make in RE is reported annually to parents.
- Assessment in RE is in line with the school policy for assessment for learning.
- End of Year Aims provided by Living Difference to support planning and assessment. Monitoring.
- The RE Leader collects evidence of children's work to place in portfolio, exemplifying standards.
- Discussions with staff identify where development work is needed.
- Lead staff meetings about how to deliver the RE curriculum effectively.
- Pupil conferencing takes place regularly to monitor pupils' response to the RE curriculum.
- Questionnaires from Teachers will inform the RE leader of where support is needed.

### **Parental right of withdrawal**

In accordance with the Education Reform Act 1988, parents have the right to withdraw their children from parts of or all RE. To avoid misunderstandings, any parent wishing to withdraw their child may arrange a meeting with the Head Teacher in order to discuss:

- The religious issues that the parent would object to their child being taught.
- The practical implications of withdrawal e.g., supervision and alternative activities.
- The circumstances in which the school can reasonably be expected to accommodate parental wishes.
- Any advance notice required of such RE.

### **Teacher's right of withdrawal**

In accordance with DFE circular 1/94, and 'Religious Education in English Schools' the legal right of teachers to withdraw from the teaching of RE is recognised. Any teacher wishing to withdraw must confirm this in writing to the Headteacher and Governors. In event of this right being exercised, the teaching of RE would be implemented by the Year group team/RE Co-ordinator after discussion with the Headteacher.