

# **Duncombe Primary School Religious Education Policy**

'Who is wise: The man who can learn something from everyman' (Sayings of the fathers)

At Duncombe Primary School we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. To promote the ideas of our school vision we believe that education in RE should be a child centred, exiting journey. Children will learn to use problem solving skills, understand the World and their place in it, know that all members of the school community show respect and tolerance for others and develop a better cultural awareness.

## **Legal Requirements**

The statutory requirements are to be found in the Education Act (1944) and the Education Reform Act (1988).

- RE is part of the basic curriculum but not of the National Curriculum. It must be taught according to a locally agreed syllabus prepared by a specially convened standing conference. At Duncombe Primary School, RE is taught within the Islington agreed syllabus for Religious Education.
- RE must not be denominational but teaching about denominational differences is permitted.
- RE must be provided for all registered pupils but parents have the right to withdraw their children from RE lessons.
- The Educational Reform Act (1988) states that 'RE must reflect the fact that religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country'. The Islington Agreed Syllabus for Religious Education meets the above requirements.

## **The aims of RE in the school**

The school's starting points are the two Attainment Targets in the county agreed syllabus:

1. To develop knowledge and understanding of religion (learning about religion)
2. To explore and respond to human experience (learning from religion)

At Duncombe Primary School we aim to help pupils to:

- acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain, namely, Sikhism, Judaism, Islam, Buddhism and Hinduism.
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions.
- enhance their spiritual, moral, cultural, and social development by:
  - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
  - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
  - reflecting their own beliefs, values and experiences in the light of their study.
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## **Implementing RE**

### ***Time allocation***

The Islington agreed syllabus is based on the expectation that the following hours should be allocated to religious education:

- Key stage 1 36 hours per year
- Key stage 2 45 hours per year

### ***Cross curricular Links***

Because of the broad nature of RE, it will form natural links with a range of other curriculum areas perhaps notably English, Drama, Music, History, Geography and assemblies.

### ***Organisation***

The school curriculum map sets out the organisation for learning opportunities. Subjects are taught in a four year spiral programme over seven years. Care is taken to ensure that pupils have the opportunities to develop their understanding, knowledge, skills and concepts as they move through the school.

A considerable amount of carefully planned RE is implicit and is taught by example and discussions of the pupils' own experiences. Skills such as observing, questioning, discussing, evaluating and reflection are encouraged in all parts of the curriculum but are highlighted in RE. Sensitivity to others and a readiness to listen to others' viewpoints are fostered throughout the curriculum, and especially in RE, Circle Time and PSHE.

### ***Content***

We are following the local Islington Agreed Syllabus for RE and recognise that whilst the majority of our RE teaching will be Christian, we will also address other major religions, e.g. Islam, Hinduism, Buddhism, Sikhism and Judaism. The Schemes of work will cover the major issues and religions and ensure continuity and progression throughout the year groups. (See long- term framework and medium-term plans in school's RE Folder)

The long-term framework illustrates which areas of RE syllabus will be covered by each class over a year. The framework shows what needs to be covered each year and is flexible to allow certain elements to be moved between the terms if desired. It is open to annual review to allow for possible changes in class composition.

### ***Equal opportunities***

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and for understanding of the great religious traditions.

### ***Special Educational Needs***

RE is taught at a level appropriate to the age, ability and experience of the pupils and is therefore accessible to all.

## **Assessment, recording, reporting and accountability**

The Islington Agreed Syllabus for RE lays down end of key stage targets and these are built into our scheme of work. Evidence is gathered mainly through observation, oral discussion, written tasks, drawing and planning. The recorded evidence assists teachers both in their planning and in their reporting to parents and governors.

### ***The Development of RE***

- The scheme of work in RE will be developed continuously during its introduction.
- Teaching and learning in relation to the policy and scheme of work will be monitored by the RE coordinator and headteacher.
- Necessary resources will be identified and financial provision made for them annually.
- Inservice training will be provided for the RE coordinator and other members of staff as necessary.
- RE will be a focus for review and development in accordance with the agreed five year cycle of curriculum development.

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