

GRANGE PRIMARY SCHOOL

R.E. POLICY (2016)

Introduction

At Grange Primary School we understand that RE is a statutory requirement for all registered pupils within the basic curriculum (Education Act 1988). At Grange, we follow the Newham Agreed Syllabus (reviewed 2011) in order to plan and teach RE effectively.

The 1988 Education Reform Act states that the school's curriculum must promote:

"spiritual, moral, culture, mental and physical development of pupils and of society".

"Religious Education in schools celebrates the diversity of religious and human experience, fostering the development of unique individuals with the knowledge, skills and understanding to promote harmony within their community and the world beyond."

Equal Opportunities Statement

All pupils in the school, regardless of ethnicity, religion, gender or special needs, are ensured an entitlement to a broad, rich and balanced curriculum.

Our aim is to develop pupils' self-esteem, perseverance, co-operation and confidence. To place their skills, knowledge and understanding in the context of lifelong learning and to develop a greater understanding of the way in which this contributes to society and to their own community.

For more specific guidance, please see the equal opportunities policy.

Aims

The aims of RE are outlined in the Newham Agreed Syllabus (2011). At Grange, we believe that the following aims are of particular importance:

To develop a sense of self:

- Developing a sense of personal worth, individuality and identity.
- Awakening and developing an awareness of the spiritual dimensions of life.
- Developing the ability to reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

To develop a sense of community:

- Developing their knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- Helping children to understand and respect different religious beliefs, values and traditions, and understanding the influence of these on individuals and communities.
- Developing their sense of identity and belonging, preparing them for life as citizens in multi-cultural and multi faith communities.

To develop a sense of the world beyond

- Considering questions relating to human existence and purpose.
- Exploring religious and other world views in the context of the world today.

Provision

In meeting the needs of all pupils in RE, teachers should refer to Grange Primary School policies relating to: Special Educational Needs, Ethnic Minority Achievement, Gifted and Talented, Teaching and Learning

The law requires R.E. to be provided in schools for all pupils and that it reflects the fact that religious traditions are in the main Christian whilst taking account of the teaching and practices of the other principal religions in Britain.

The details of what we teach in R.E. is decided by means of the 'Agreed Syllabus' prepared by the L.E.A. after consultation between the Church of England, other faiths and denominations (including Free Church, Hindu, Jewish, Muslim, R.C. and Sikh communities), local teachers and Newham Council.

At Grange, we aim for RE to be accessible to all children whether they have a religion or not. RE is taught through class lessons which give opportunities for discussion, written work, sharing of experiences, practical activities (art, drama), visits to places of interest, exploration of artefacts, songs, visitors and visitors to the school, lifestyles, etc.

We will use the Newham Agreed Syllabus to plan our lessons so that the children acquire the following range of skills, knowledge and concepts.

- A positive awareness of the traditions of various religions.
- Knowledge of the key figures in various religions.
- An awareness of festivals celebrated by different religions and also the ceremonies, traditions and rituals that mark the stages of life.
- Sensitivity and respect of the feelings, beliefs and actions of others.
- An awareness about the similarities and differences between religions
- The formation of the children's own spiritual and emotional feelings through language, music, art, movement, poetry and drama, thus helping children to explore the awe, wonder and joy of life in all its forms particularly new life and growth.
- Experiences to help children encounter change e.g. death, suffering, inequality, conflict and a change in family circumstances.
- Knowledge of what is right and wrong.
- An ethos within the school which supports the development of caring young people who share, care, co-operate, listen and respect each other as well as show care and respect for all living creatures.
- An understanding of the importance and joy of giving as well as receiving.
- The encouragement to develop a positive self- image.
- The recognition that there is give and take to a relationship e.g. don't do to others what you would not like them to do to you.
- An ability to see themselves as an equal, valued and valid part of a multi-faith community.
- An ability to thank and be thanked, praise and be praised.
- A chance to experience achievement.
- The opportunity to discover the importance to be able to relax.

The opportunity to discover the importance of silence

RE is part of the whole school curriculum. It is taught through units of work, so that the children are introduced to the language, writing, symbols, art, architecture, rituals, institutions, organisations and everyday life of the various religious communities.

In Grange Primary School, we work on a two year cycle to ensure consistent practice and coverage across phase groups.

Resources

Resources can be found in the resources area. Alternatively teachers can see the RE Co-coordinator or refer to the RE section in the teachers shared area document on all computers (particularly for places of worship).

Assessment

RE is an academic discipline with levels of achievements. In RE there are two attainment targets:

AT1: Learning about religion

AT2: Learning from experience and religion

Assessment of knowledge and understanding takes place by referring to learning objectives and outcomes. In addition, children's responses may be interpreted by the teacher, children's work may be used for display or in collective worship and children transfer of knowledge into other curriculum areas may be observed. It is not appropriate to assess a child's particular beliefs or practices. Skills will be assessed regularly and this information passed up to the next class. Some assessments will be done by teacher assessment (based on pupils work, assessment tasks, photographic evidence, and discussions with pupils) and some by pupil self-assessment. These assessments are used to report to parents and inform them of their child's progress. For more information, please see the Assessment Policy.

Partnerships

When inviting in guests to talk about their beliefs or visiting places of worship, it should be made clear to them that RE is educational in nature, and not for conversion. Guests from across all religious groups should be invited in to school.

