

Granby Primary School R.E. policy

R.E. is part of the basic curriculum.

R.E. is taught according to the Leicester Agreed Syllabus (2009/2010) updated 2015.

Aims of R.E.

At Granby we aim to create a caring ethos which is reflected in our R.E. teaching. Through an exploration of teachings, beliefs and practices of the different major faiths we encourage children to grow in their understanding of religion. We assist children to explore and express their own response to the spiritual and religious approaches to life. We encourage children to form their own values and respect the values and beliefs of others. We believe that by creating an awareness of the different traditions, customs and beliefs within the community we can enrich and enlarge the children's understanding.

R.E. aims to enable the children to:

(taken from Agreed syllabus)

R.E. seeks to make a major contribution to the spiritual, intellectual, moral, social and cultural development of pupils helping them to:

- Acquire knowledge and understanding of Christianity and other principal religions represented in Great Britain.
- Become aware of the diversity of belief and practise within and between faiths.
- Understand the continuing influence and impact of religious beliefs, values and traditions on individuals, communities and cultures.
- Develop an understanding of approaches to ultimate questions and religious and non-religious responses to them.

The children should be given time to respond to and reflect upon what they learn so as to inform, clarify and develop their own beliefs and values.

Skills and Attitudes

The skills indicated below are central to Religious Education. Many of these are applicable generally but have a particular contribution to this important subject in the curriculum. These skills will need to be taken into account when planning units of study and developing medium term lesson plans. Building these skills into planning is key to the opportunities pupils will have to make progress. As with the acquisition of any aspect of education, practice is vital to progress.

Investigating - examples of investigating are:

- Researching using a variety of sources e.g. people, holy books, the internet;
- Asking appropriate questions;
- Selecting relevant evidence.

Reflecting - examples of reflecting are:

- Making a personal response in written form, oral form or visual form;
- Understanding when silence is an appropriate response.

Responding - examples of responding are:

- Expressing feelings, opinions and ideas through a range of media or silence.
Responding may be an extremely personal action which may be written in a personal journal.

Evaluating - examples of evaluating are:

- Selectively using a variety of evidence and argument;
- Considering opinions based on individual views, the needs of others and religious teaching;
- Reaching a conclusion supported by relevant evidence, discussion and experience (justified).

Interpreting - examples of interpreting are:

- Drawing meaning from visual images, artefacts and symbols;
- Understanding religious language in its relevant context;
- Suggesting meaning for poetry and metaphorical language;
- Explaining the meaning within beliefs and practices.

Empathising - examples of empathising are:

- Relating to the experiences, thoughts and beliefs of other people;
- Understanding issues through another person's viewpoint;
- Giving pupils opportunities to use their imagination to consider ideas such as love, joy and grief.

Analysing - examples of analysing are:

- Understanding the differences between opinion, belief and fact;
- Identifying the distinctive features of religions studied;
- Identifying issues relevant to interfaith understanding e.g. significance of a shared holy place.

Synthesising - examples of synthesising are:

- Coherently linking ideas from a variety of sources within a religion;
- Making connections between a variety of ideas e.g. ideas about the afterlife.

Applying - examples of applying are:

- Using previous knowledge and applying it to different contexts;
- Understanding how religious beliefs, attitudes, practices and views relate to secular life.

Attitudes

There are many attitudes that are fostered generally and should be promoted through all areas of school life. The attitudes indicated are central to Religious Education. There are some attitudes that are essential to full involvement in Religious Education. Opportunities to develop these attitudes will need to be taken into account when planning.

Self-worth - examples of attitudes associated with self-worth are:

- Valuing oneself;
- Valuing one's own self in order that one can understand the importance of holding one's own beliefs, attitudes, views and opinions;
- Recognising that they and others experience a range of emotions in a variety of ways;
- Awareness of one's own ideas and views alongside those of others;

- Recognising that one's own views may include some bias and prejudice which then influence outlook.

Justice - examples of attitudes associated with justice are:

- Understanding and developing views about fairness;
- Considering a variety of opinions and beliefs;
- Listening to other people's views without prejudging the responses made;
- Readiness to evaluate evidence, opinion and argument.

Discernment, commitment and respect - examples of attitudes associated with discernment, commitment and respect are:

- Recognising your own right to hold beliefs, values and opinions;
- Recognising the rights of others to hold their own beliefs and values;
- Understanding that religious beliefs and values may be deeply held;
- Recognising the ability to learn whilst living with certainty;
- Ability to understand that some ideas are worthy of respect whilst others are not;
- Sensitivity to the feelings and practices of others;
- Readiness to understand diversity and difference.

Active engagement - examples of attitudes associated with active engagement are:

- A willingness to engage in a search for truth;
- Acknowledging that some people experience differences and uncertainties within their views;
- Awareness of the importance of reflecting upon the ultimate questions and meaning of life;
- Preparedness to reconsider one's own views;
- Awareness of the value of imagination and creativity in exploration and enquiry;
- Willingness to engage with complex ideas, text and scripture;
- Willingness to engage in meaningful dialogue with others and other ideas.

School population

To ensure all children feel valued we need to consider our school population so that e.g. important festivals/issues are not missed .

Time allocation

SACRE recommended times:

Foundation - RE will be integrated into the programmes from the Early Learning Goals.

KS1 - 36 hours per year

KS2 - 45 hours per year

The time allocated for R.E. is separate from school assembly or Collective Worship.

Broad Content Outline

Our scheme of work has been drawn up using the Leicester Agreed Syllabus.

There are 2 attainment targets .

AT1-learning about religion and world views

AT2 learning from religion and world views

Teaching strategies

R.E. is mainly taught by the class teacher . Activities will be planned in such a way to encourage full and active participation of all children.

Our teaching will emphasise direct experience as far as possible and will include:

Visits to places of worship

Meeting people from different faith groups.

Handling religious artefacts

Using visual aids - photos etc

Stories from religious and secular traditions

Active learning techniques- art, discussion groups, role play, dance, music.

Use of I.C.T

Entitlement

All children, including those with special needs have access to R.E. at an appropriate level. Positive attitudes are encouraged for both boys and girls and children of all beliefs.

Legal position

Parents have the right to withdraw their children from R.E. Parents who wish to do so need to see the Head.

A parent of a pupil may request

- That the pupil be wholly or partly excused from receiving religious education given in accordance with the school's basic curriculum.
- That a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- That a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

Teachers

With specific exceptions teachers may withdraw from teaching religious education and they should not be discriminated against for their religious opinions or practices. (Taken from Leicester Agreed Syllabus)

Monitoring and assessment:

The scheme of work has been discussed with school staff and modified. The scheme is monitored by submission of planning to R.E. co-ordinator and submission of work by children - 3 sets per class from HA,MA,LA . The R.E. co-ordinator should do pupil conferences in each year group to monitor learning and also observe the teaching of R.E. lessons. Photographs of displays and videos of e.g. role play, visiting speakers. At Granby when assessing the children we use 'I can' statements.

Resources

We have artefact boxes for Christianity, Islam, Judaism and Hinduism. We also have Sikh items. We have a fair selection of books and there are many useful websites with interesting facts and videos to enhance the children's learning.

Community links.

We have a good relationship with the our local Church .

The children have greatly benefited from visits e.g to a synagogue, a gurdwara and a mandir.