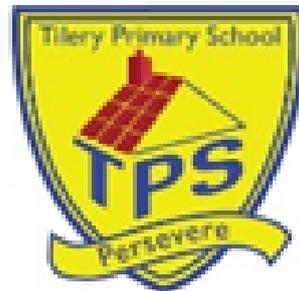


# TILERY PRIMARY SCHOOL



*Together Promoting Success*

## Religious Education Policy



Ratified by Curriculum Committee

Date: 20.5.21

Signed by Chair of Governors L Miller

Date: 20.5.21

Signed by Headteacher

J Repton

Date: 26.5.21

To be reviewed:

Summer 2023

## **Rationale**

The Education Reform Act of 1998 states that Religious Education should be taught to all pupils in a maintained school from the ages of 5– 18.

This Act states that any Agreed Syllabus for Religious Education should:

*‘...reflect the fact that the religious traditions of Great Britain are in the main Christian while taking account of the other principal religions represented in Great Britain.’*

The teaching of RE is through the statutory local syllabus, determined by the LA. This school follows the requirements of the Stockton Agreed Syllabus for Religious Education. The agreed syllabus reflects that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain.

The schemes of work adopted by this school fulfil the requirements of the 1988 Education Reform Act and the Stockton Agreed Syllabus for Religious Education.

## **Intent**

At Tilery Primary School, it is our intent for Religious Education to contribute to the spiritual, moral, social and cultural development of our pupils. Children will learn about the beliefs, values and traditions of different religions, as well as being encouraged to reflect on their own views and experiences. The Tilery RE curriculum will model how to learn from world faiths, as well as learning about them. Through our teaching of RE, children will be enabled to develop key values such as tolerance, open-mindedness and respect. Teaching will take the form of engaging lessons as well as practical experiences of different religions through handling of artefacts and visits to places of worship. At Tilery, we use the locally agreed syllabus produced by the Stockton-on-Tees SACRE as the basis for our curriculum.

Religious Education should help pupils to:

- Acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about Christianity and the other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Enhance their spiritual, moral, cultural and social development by:
  - \* developing awareness of 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 on their own beliefs, values and experiences in the light of their study.
  - \* develop a positive attitude towards other people respecting their right to hold different beliefs from the pupils' own, and towards living in a society of diverse religions.

## **Organisation of Teaching and Learning**

The allocation of time for Religious Education recommended in the Agreed Syllabus is approximately one hour per week in FS and KS1 and 75 minutes in KS2. This falls in line with the recommendations for the minimum entitlement with 'Dearing: The Final Report' and the DES Circular 1.94 which recommends:

36 hours per year at Foundation Stage and Key Stage One;  
45 hours per year at Key Stage Two.

It is not anticipated that these hours will always be allocated weekly, but occasionally a block of time will be allocated, or topics may be taught using cross-curricular links.

## **Locally Agreed Syllabus**

Tilery Primary School follows the Stockton-On-Tees Agreed Syllabus for RE 2019. This syllabus was designed in consultation with local schools, including Tilery Primary School. An overview of the syllabus can be found in Appendix 1.

The aims of the syllabus are to cover the breadth of religious traditions in Stockton-on-Tees. In addition, clear progression in teaching and learning is expected in each of the key areas of study (see Appendix 2).

## **Resources for Religious Education**

The school has a collection of artefacts, posters, books, and DVDs, all of which will assist in the teaching of the topics and themes identified in the agreed syllabus. These are stored in units in KS2 building.

Religious Education has been allocated capitation in line with other subjects.

It is expected that staff will model for children how to treat artefacts with appropriate respect. For example, the Qur'an should be handled in accordance with Islamic tradition (hands should be washed before touching; the book should not be placed on the floor or under other books). In this way it is hoped to foster an attitude of respect towards different faiths.

## **Monitoring and Assessment**

Assessment will link to the learning objectives and skills that are being taught as part of a topic or theme. Staff will record the names of children against differentiated objectives at the end of a topic. The subject co-ordinator will use these records, together with samples of planning and children's work, to identify areas of strength and development of the subject. This will support the co-ordinator when reporting on the quality of teaching and learning to the school's Governing Body.

## **e-Learning**

New technologies can enable children to enhance their Religious Education skills in data handling and in presenting written work. E-Learning technology should be used when appropriate and matched to both the level and ability of the children. It should not detract from the Religious Education content of a lesson. Opportunities for using e-learning tools are identified in the Stockton ICT Scheme of Work. Digital and video cameras enable the children to record and present their work in a variety of multimedia, including slideshows, animations and movies. The Internet can be used to research information, including text, photos and video. It can also enhance learning by the use of applications. E-mail and video conferencing can also be used to communicate with pupils and experts from other localities. However this must only be done in accordance with the school's e-Safety Policy.

## **Inclusion**

Tilery Primary School is committed to inclusion. Our ethos encourages a strong sense of community and belonging and our curriculum is designed to provide opportunities for all our pupils. We believe that everyone should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop a learning environment where all children can flourish and achieve. We aim to provide effective learning opportunities for all pupils based on their cultural, physical and learning needs. Whenever possible curriculum resources should be multicultural and non-sexist, containing positive images of all groups including those with disabilities. Please see the Whole School Policy for inclusion, pages 2 – 4 for further guidance regarding inclusive classroom practice.

In line with the LEA guidelines, the delivery of Religious Education seeks to recognise the individual importance of all pupils, and the entitlement of all pupils to learn and benefit from the Religious Education curriculum, in an environment where there is trust, fairness and respect. Religious Education has a large part to play in helping to remove prejudice and misunderstanding, and to combat discrimination, sexism and racism, making all pupils aware that ours is a multi-cultural society.

### **Spiritual, Moral, Social and Cultural Development**

Religious Education contributes to the spiritual, moral, social and cultural development of the pupil through the content that is delivered and the way it is presented to the pupils.

Opportunities are provided for pupils to:

- develop a system of personal beliefs (which may include religious belief);
- communicate their beliefs in discussion and through their behaviour;
- reflect on experience and to search for meaning in that experience;
- develop a sense of awe and wonder;
- explore the difference between right and wrong;
- show respect for others by also respecting the beliefs and property of others;
- make responsible and reasoned judgements on moral issues;
- share their experiences and feelings with others;
- ask ultimate questions about life and living;
- follow the school code of ethics.

### **Withdrawal**

The Education Act 1996 confirms the right of parents to withdraw their children from Religious Education, either wholly or in part. Parents also have a right to withdraw pupils from acts of collective worship.

Teachers who do not wish to participate in Religious Education have the right to withdraw. Head Teachers may also exercise their right to withdraw from Religious Education though they remain responsible for ensuring that provision is made for its delivery.

Parents should be free to exercise their right of withdrawal and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal. Although it is not a legal requirement to put requests for withdrawal in writing, Head Teachers may wish to advise parents to do so. It is the duty of the school to support community cohesion and Religious Education plays an important role in this.

### **Visits**

Children in Foundation Stage and KS1 will be given opportunity to visit Christian places of worship through Christmas and Easter services at local churches. KS1 teachers will also be encouraged to take children on visits to places of worship belonging to different religious traditions.

In KS2 teachers will be expected to organise visits to a place of worship in keeping with their areas of study.

Curriculum visits should be planned well in advance, with careful consideration given to the aims and objectives of the trip and the nature of the activities to be experienced. All visits must be authorised by the Head Teacher. Whenever possible a prior visit should be made by the person organising the trip in order to assess its suitability and to help carry out a risk assessment. A risk assessment must be completed and given to the Head Teacher before every visit. The annual

consent form must have been completed and returned for all children going on the visit and parents should be sent details of the trip, including time, place, clothing, lunch arrangements, planned activities and any special arrangements. Please see the School Visits Policy for more comprehensive information.

## **Roles and Responsibilities**

The Governing Body and Head Teacher are responsible for the provision of Religious Education and must ensure that sufficient time and resources are given to the subject to meet the statutory requirements. It is the responsibility of Governors, in consultation with the Head Teacher to ensure appropriate provision.

### **The Governing Body**

The Governing Body has the overall responsibility of ensuring the National Curriculum is taught and that the needs of all pupils, as reflected in the school's policies and practices are met. It is the Governing Body's responsibility to ensure the subject leader operates effectively, that policies and practices are communicated and implemented throughout the school, assessment procedures and systems for monitoring and recording progress contribute to the school assessment, recording and reporting arrangements.

### **Headteacher**

The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher should ensure the school is well managed and organised, providing leadership and direction. In order to support teachers and other staff they should ensure there are appropriate policies and procedures in place, resources and accommodation are used effectively and efficiently and good relationships are fostered within the whole school community.

### **Role of the Subject Leader**

The role of the subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

- The RE leader will liaise with Stockton-on-Tees SACRE to ensure the school follows best practice for the teaching and learning of RE.
- The RE subject leader provides leadership and direction for RE and ensures that it is managed and organised to meet the aims and objectives of the school and the subject.
- The RE subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice.
- Throughout their work, the RE subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.
- The RE subject leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults. Subject leaders evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject.

## **Role of the Class Teacher**

Class teachers will be expected to accept responsibility for an area of the curriculum as part of their professional duties. These include:

- Planning and preparation
- Meeting the needs of all pupils
- Setting and marking of work
- Assessing, recording and reporting on the development, progress and attainment of pupils

## **Health and Safety**

Teachers are responsible for the health and safety of the children in their class. Classroom activities should be as safe as possible and children should be taught to use tools and equipment properly. The school's safeguarding procedures should be followed when visitors work with children in school.