



Hand in hand achieving together

RE POLICY

Signed on behalf of the Governing Body

Signed

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke.

Date

6th December 2017

Review Date

December 2019

Appendix K

At Haylands 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 to the needs of others. This enables children to be better equipped to cope with the responsibilities and experiences of life. We believe that education in RE should be a child centred, exciting journey. Children will learn to understand the world and their place in it, know that all members of the school community show respect and celebrate the differences for others and develop a cultural awareness. Children will have the opportunity to explore religions through a concept based curriculum. Thinking skills will be developed through child-led philosophical discussions.

Legal Requirements

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

- RE must be taught according to the locally agreed syllabus. At Haylands Primary School we use the Living Difference materials from Hampshire County Council.
- RE must be non-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 teaching sessions.
- 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 Hampshire Living Difference Syllabus meets these requirements.

The aims of RE in the school

At Haylands Primary School we aim to help pupils to:

- Raise standards of attainment and improve the progress of children in RE
- Acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain: Judaism, Sikhism, Islam, Buddhism and Hinduism; through a creative and rigorous approach to teaching and learning
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to have an open mind to new and different concepts and to form their own opinions based on evidence and arguments.
- Develop a positive attitude towards other people, respecting their right to hold beliefs that are different to their own
- Maintain close links with local churches and other religious communities
- Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experiences and how religious teachings relate to these
 - Responding to such questions with reference to the teaching and practices of religions and to their own understanding and experience
 - Reflecting on their own beliefs, values and experiences in light of their study

Teaching of RE

RE will be taught as a block over a week in all key stages. The teaching time requirements are

- Key Stage 1 36 hours per year
- Key Stage 2 45 hours per year
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Links can be made with other curriculum subjects notably English, Drama, Music, History and Geography. In early years, religious education is planned as an integral part of the school life and curriculum. At this stage it is not necessary to teach about specific faiths, but foster an awareness of, and an interest in, various religions.

The RE curriculum map provides a yearly overview of how RE is taught in the school. It shows the concepts that each year group will study across the academic year. Care is taken to ensure that pupils have the opportunities to develop their understanding, knowledge and skills as they move through the school. Skills of observing, questioning, discussing, evaluating and reflecting are encouraged in RE. Sensitivity to others and a readiness to listen to others' viewpoints is taught.

Assessment is gathered at the end of each half term through observation, oral discussion, written tasks, drawing and planning. The children will be assessed as to whether they are at age related expectations for the strands of communicate, apply, enquire, contextualise and evaluate.

Equal Opportunities

The school believes that it is important for all children to have access to opportunities for spiritual development and for understanding of religion.

Special Educational Needs

RE is taught using strategies that are appropriate to the age, ability and experience of the pupils and is therefore accessible to all.

The teaching and learning of RE will be monitored by the RE leader through monitoring of assessment, lesson observations, pupil interviews and work sampling. Training will be provided for the RE leader and staff as necessary. RE will be a focus for review and development in accordance with the cycle of curriculum development.

Vikki Rose

December 2017