

# Palace Wood Primary School

## RE Policy



Palace Wood Primary School

<b>Written by</b>	Jodi Turner
<b>Date for Review</b>	Autumn 2021
<b>Signed – Headteacher</b>	<i>M. Alkhatib</i>

This policy has been impact assessed by Jodi Turner in order to ensure that it does not have an adverse effect on race, gender or disability equality

## **Rationale**

Religious education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of some major world religions. It encourages an awareness and consideration of ultimate questions, and allows children to begin to develop their own beliefs and values.

Religious Education is taught in Palace Wood Primary because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”.

(RE: realising the potential, Ofsted 2013)

## **Legal Requirements**

Religious Education at Palace Wood Primary School is provided in line with and meets statutory requirements, which are that:

- the curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school
- the religious education programme must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions
- the religious education provided shall be in accordance with the locally agreed syllabus for Kent.

## **Aims**

Within the framework of statutory requirements and those of the locally agreed Kent syllabus, our aims in RE are:

- to enable each pupil to enquire and explore our shared human experience and the questions of meaning and purpose which arise from our experiences
- to develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths (Christianity, Judaism, Hinduism, Islam, Sikhism) represented in Kent and Great Britain
- to affirm each pupil in her/his own family tradition, religious or non-faith, and through that to promote awareness, respect and sensitivity for the traditions of other people
- to provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development
- to support pupils in reflecting and thinking about fundamental human beliefs and values so that they can develop a personal, moral compass by which they can live
- to enable pupils to develop an awareness, respect and tolerance of the multi-faith community they are part of
- to give pupils the opportunities to consider key questions about religion and their personal responses to these

## **Curriculum**

To ensure the requirements of the Kent Agreed Syllabus are met and the curriculum is broad and balanced, Palace Wood use the Discovery RE scheme of work as a base from which all teaching

and planning is cultivated. The scheme of work has been adapted to meet the needs of our pupils and the requirements of the Kent syllabus.

Provision of RE is through termly themes:

- In Key Stage 1 – Christianity is the predominate faith studied with pupils being introduced to Judaism and Hinduism beliefs.
- In Key Stage 2, pupils learn further about Christianity and will also have the opportunity to study two other world faiths in depth; Islam in years 3 and 5, Hinduism in year 4 and finally pulling strands together using Christianity, Humanism, Islam and Hinduism in year 6 giving a wider understanding of what it means to be British today.

We are fortunate to have a diverse school community which enriches the delivery of our RE curriculum. We recognise the variety of religious and non-religious families which make up our school community. Diversity is welcomed and celebrated and we remain sensitive to the home background of each child, ensuring all children feel valued and are included within our RE provision.

### **Variety**

Pupils will experience a wide variety of teaching and learning experiences appropriate to the matter to be learned understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through:

- Considering their own response to big questions, tackling new learning as explorers or enquirers
- raising their own questions
- role play/drama/hot seating
- reading of texts including extracts from the bible
- times of quiet reflection
- discussion with the teacher and other pupils
- sharing their own experiences
- pair and group work
- using a range of media such as artefacts, pictures, photographs, music, DVD's, internet
- visits to and visitors from places of worship.

As part of our commitment to making links within our community we have a strong relationship with Reverend Chris Lavender of St Nicholas Church, Allington. Reverend Chris visits termly to hold an assembly with the whole school. In addition, we are fortunate to receive termly assembly visits from the Family Trust. Palace Wood is also fortunate to offer children the opportunity to attend weekly Explorers Club, led by members of St Nicholas Church education team.

### **Assessment**

Kent's agreed syllabus for Religious Education has twin aims, which are focused on two attainment targets.

The twin aims are that pupils should:

- Learn about religion (AT 1)
- Learn from religion (AT 2)

These two aims are interdependent and reflect the statement about RE's contribution to the school curriculum in the Non-Statutory Guidance 2010.

Pupils will be assessed termly through observation by the class teacher of participation in class discussions, activities and written work. Pupils work will be assessed using a level 1-5 system against a series of statements under AT1 or AT2. Pupils will not undertake formal assessments on their knowledge or understanding in RE during either key stage.

In addition, each class will maintain and add to their own RE Learning Journal throughout both key stages. This will be a working document and may contain (although not exclusive to) evidence of whole class discussions, photos of drama activities or artefacts made, photos, comments on learning based on trips to places of worship and examples of selected pupil's work that supports their learning. The RE Journal will move on with the class as they move on through the school, evidence a comprehensive, enriching and valuable RE learning journey.

### **Withdrawal**

We acknowledge the rights of parents to withdraw their child(ren) from RE and those of teachers\* to withdraw from teaching the subject. We aim to provide an open and inclusive curriculum which can be taught to all pupils. We do not, therefore, anticipate any requests for withdrawal. We do, however, have a procedure in place to deal with any questions or concerns from parents about RE or withdrawals which, should in the first instance, be raised with the subject leader, then referred to the headteacher.

### **Equality statement**

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

### **Health and safety**

Health and safety issues may arise in religious education on a number of occasions, for example, when children:

- handle artefacts e.g. a splinter from a piece of wood
- consume food, e.g. if tasting food eaten by Jews in Jesus' time.
- visit places of worship

Teachers will conform to guidelines within the school health and safety policy in these circumstances.