

Sir John Barrow School
Policy for Religious Education

Rationale

Section 80 of the Education Act 2002 and Schedule 19 of the School Standards and Framework Act 1998, entitles all pupils to receive a religious education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural (SMSC) development.

This policy sets out the framework to ensure that this duty is met. It lays the foundation for the teaching of Religious Education in Sir John Barrow School according to the Cumbria Agreed Syllabus for Religious Education (1998) in a non-denominational way.

Religious Education occupies 5% of our teaching time and contributes to the spiritual, moral, social and cultural development of our children. It also contributes to the promotion of community cohesion and an understanding of British Values. We aim to foster an attitude of fair-minded enquiry towards a range of religious convictions and encourage respect for those holding different beliefs.

Our school is an average sized primary school in a Cumbrian market town. Ulverston is less culturally and ethnically diverse than many other parts of the UK, therefore our children's everyday experience of multicultural and multi-faith Britain is somewhat restricted. The teaching of RE at SJB is therefore especially important as without a rigorous and informative educational programme, our children would probably be very naïve about religion.

Aims

Our aims are taken directly from the Cumbria Agreed Syllabus.

Religious Education should help pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Britain;
- Gain some experience of what it is like to be a member of a faith community, without indoctrination or proselytising;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;

- Develop the ability to make reasoned and informed judgements about religious and moral issues;
- Develop a positive attitude towards other people (respecting their right to hold different beliefs from their own) and towards living in a multi-faith society.

Religious Education should enhance pupils' spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions of life raised by human experiences and how religious teachings and philosophical ideas 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 thoughts, feelings, relationships, beliefs, values and experiences in the light of their study.

Curriculum Content

The teaching year for RE for all year groups is outlined in the document 'Long Term Subject Overview'. The broad content of our scheme is taken from the Cumbria Agreed Syllabus. RE is usually taught as a separate subject at Key Stage 2 and the topics are specified in the overall scheme of work and year group Curriculum Planning folders. There are two Attainment Targets (below), both of which inform the teaching of RE at SJB.

AT1 (Informed) – Learning **about** Religion and Beliefs

AT2 (Reflective) – Learning **from** Religion and Beliefs

Christianity is studied in depth and we also focus on Judaism and Buddhism, introducing Islam in Years 5 and 6. Teachers may also introduce or refer to other faiths such as Hinduism, although this is optional and will occur in addition to the mandatory parts of the curriculum for each year group. Harvest Festival, Christmas and Easter are covered seasonally (i.e. at the appropriate time in the year), with different emphases in different year groups, to avoid repetition.

As part of the whole school Development Plan, the content and topics are reviewed and developed on an ongoing basis to ensure they represent breadth, balance, continuity and progression.

Organisation and Delivery of Religious Education

Religious Education is taught both implicitly and explicitly and is timetabled to fulfil the requisite 45 hours per year group at Key Stage 2. A variety of teaching styles are incorporated through art, drama, visits and visitors, videos, stories, use of literature and selected resources, tapes, food, discussion, Circle Time and interviews.

Resources

The school has a number of religious 'props'/artefacts and these are used to enrich teaching and classroom displays. We also have an expanding collection of *Powerpoint* presentations. Local clergy and other religious leaders visit the school at regular intervals and often take assemblies. We also take the children on visits to religious centres such as the Buddhist temple near Ulverston.

Religious artefacts are located in the resource cupboards in the staffroom. Budgetary allocations for new resources are made wherever practicable and appropriate. In addition, resources are borrowed from outside agencies, such as the Schools Library Service.

Co-ordination, Monitoring and Review

The RE Co-ordinator aims to keep abreast of new developments, respond to the staff needs in terms of resources and attend relevant courses. The RE Co-ordinator reviews each year group's scheme of work to ensure that all children receive their full entitlement.

Assessment, Recording and Reporting

We assess children's knowledge and awareness of RE by observing their interactions and relationships, by questioning and listening to them and looking at individual or group presentations and pieces of work.

Ofsted Guidelines

SJB adheres to the **Ofsted School Inspection Handbook**, with particular emphasis on promoting in children an understanding of the wide range of religious and cultural influences that have shaped their own heritage and that of others. A key aspect of RE teaching at SJB is the promotion of respect for different faiths and cultural diversity.

Withdrawal

Parents have the right to withdraw their children from Religious Education if they wish. Appropriate alternative arrangements will be made for the supervision of any child during this period.

Karen Davison

May 2017

Review date May 2019