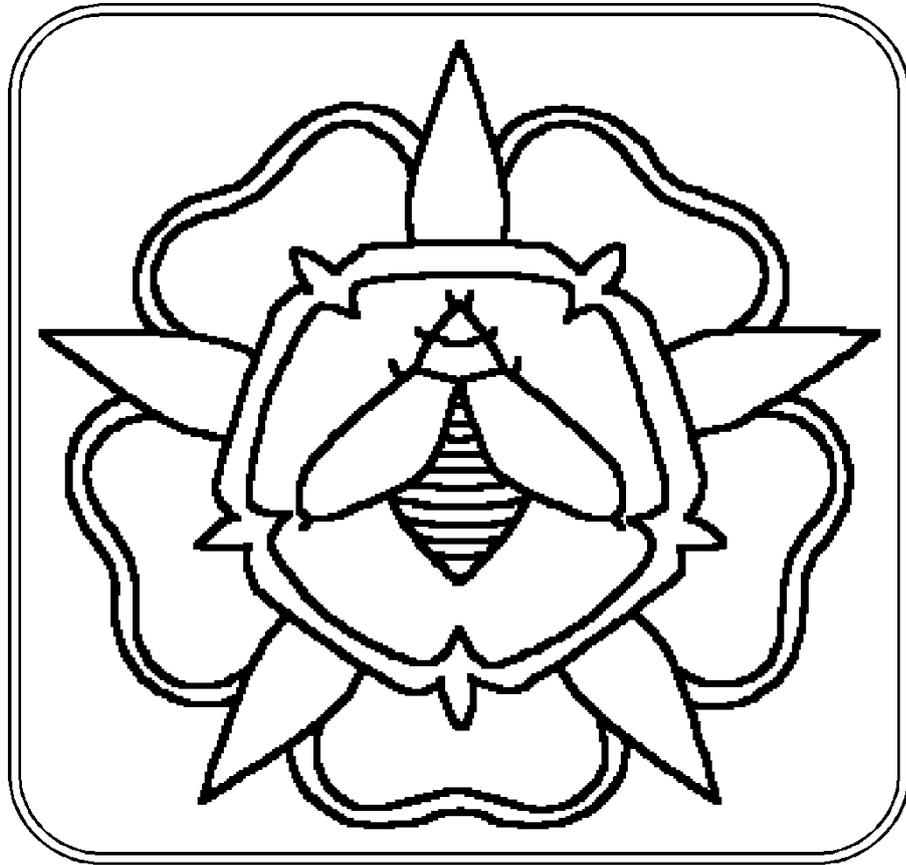


Round Hill Primary School



Participate, Excel, Be Proud!

Religious Education Policy

Reviewed by Matt Joyce, July 2015

Next review due July 2016

Signed byHead Teacher Date.....

Approved by..... Governor Date.....

RE Policy

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Religious Education Policy:

This Religious Education policy is to be used together with the 2015-2020 Agreed RE Syllabus. It is designed to highlight those areas and practices which we as a school feel are the most important to support children in their holistic development while developing a rich understanding of religious and moral view-points different from their own.

Legal Requirement:

Every maintained school must provide a basic curriculum which includes provision for RE for all pupils at the school (unless they are withdrawn by parents). This is in accordance with Schedule 19 of the School Standards and Framework Act, 1998. The key document in determining the teaching of RE is the locally agreed syllabus, along with the non-statutory guidelines on the teaching of RE in schools. The Nottinghamshire Syllabus outlines the minimum requirements for the study of RE, aspects of community cohesion, issues relating to 'Every Child Matters' and outlines teaching, learning and skills in RE.

The time allocation for RE is 5% of the total curriculum time. This equates to 1 hour/week in KS1 and 1.25 hours/week in KS2.

Withdrawal from RE:

Parents do have the right to withdraw their children from RE lessons should they wish to. This is often due to misunderstanding, however, about the nature and aim of RE teaching in school. Parents may confuse the study of faith with an act of religious instruction or worship, for example, and an informal discussion may be enough to allay any concerns. If parents still choose to withdraw their children, this should be done in writing to the Head Teacher or Curriculum Leader.

Teachers also have a legal right to withdraw from the teaching of RE on the grounds of conscience.

It is a statutory requirement that schools should make their parental right to withdrawal clear in the school prospectus.

Nottinghamshire Agreed Syllabus For Religious Education:

The Nottinghamshire Agreed Syllabus 2015-2020 outlines the content for effective and holistic Religious Education. The Agreed Syllabus' aims are to ensure that "pupils will know about and understand a range of religions and world views. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

Aims and objectives:

Religious education enables children to investigate and reflect on some of life's most fundamental questions. At Round Hill School, we develop the children's knowledge and understanding of the major world faiths as well as addressing some of the 'Big Questions' - for example, the meaning of life, the existence of a divine being, the idea of 'life after death' and so on.

We enable children to develop a sound knowledge of several major religions and world views, including:

- Christianity
- Judaism
- Hinduism
- Islam
- Buddhism
- Non-theistic belief systems, such as Humanism

We also try to reflect the cultural and religious faiths of the children in our school.

In RE lessons, children are encouraged to reflect on the meaning of the word 'faith' as well as developing their own spiritual knowledge, understanding and awareness. We aim to deliver an inclusive RE curriculum which fosters a respect for all faiths while also enabling them to make informed choices in developing their own beliefs.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues.
- develop knowledge and understanding of Christianity and other major world religions and value systems.
- develop an understanding of what it means to be committed to a religious tradition.
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- have respect for other peoples' views and to celebrate the diversity in society.

Children also need to be aware of alternative spiritual perspectives such as Humanism and of secular views of the world, for example Atheism.

Planning:

The school syllabus provides a framework for the content of our religious education teaching.

The coverage, continuity and progression of R.E. is included in the overall curriculum planning for school as outlined in the termly topic planning.

The teachers of each planning team decide on a common approach to the religious education work to be covered by that team in order to ensure that all children in parallel classes have the same opportunities and experiences.

Classroom Delivery:

Within the classroom children will be grouped in a variety of ways to ensure the effective delivery of the curriculum. They will have opportunities to be taught and to work individually, collaboratively, in groups and as a whole class.

Each term children at K.S.1. will undertake explorations of some areas of strand one and strand two in the school religious education programme. As they progress through K.S.2; several times they will revisit and develop their understanding of strands one and two. They will also study in more detail the five major world religions.

The Role of the R.E. co-ordinator:

The role of the R.E. co-ordinator is:-

1. To promote the learning of religious education throughout the school and keep abreast of current developments via outside training if necessary.
2. To facilitate and support colleagues in the planning and delivery of the R.E. curriculum in the classroom.
3. The management and ordering of R.E. resources.
4. To monitor the progression of R.E. throughout the school by, for example, work scrutiny.
5. To advise the Head Teacher and governors about the development of R.E throughout the school.

Assessment and Recording:

Children's work will be assessed as outlined in the school's assessment policy. This assessment will inform the future planning of the R.E. curriculum.

Teachers will respond to children's work in line with the marking policy and the efforts made by each individual pupil will be valued.

Most year groups will use books for their R.E work, rather than folders. This will show the progression made by children throughout the academic year, in terms of breadth of knowledge, understanding, etc.

Special needs:

"Pupils with these needs whether in special or mainstream schools have the same entitlement as other pupils to R.E. All children can experience a spiritual dimension to life, a sense of awe and wonder. They can appreciate and respect other peoples beliefs and develop a sense of their own worth of others in the community."

Work will be provided appropriate to children's individual needs and abilities.

Equal Opportunities:

Every child should have equal access to the R.E. curriculum regardless of gender, race and individual needs.

Resources: See Appendix 3

These are located in the R.E. area currently sited in the corridor leading to the front room. The resources are divided into appropriate topic sections and religions.

Evaluation:

This policy is intended to be a working document. It will be reviewed by staff regularly and amended as necessary. It will be used alongside the school syllabus to inform planning and delivery of the R.E. curriculum within the school.

Appendix 1

Religious Education Programme at Round Hill.

Strand 1 Learning about religion

Belief and Identify.

To develop knowledge of key ideas and understanding of beliefs of Christianity and five major religions. Specific studies of Christianity; Islam, Judaism, Hinduism and Buddhism .

Authority.

To develop knowledge and understanding of the values, attitudes and behaviours of believers.

Worship and meditation and celebration.

To develop knowledge of religious practices associated with worship, and an understanding of the way people celebrate. Specific festivals are also studied.

Human lifestyles and the environment

To develop knowledge and understanding of the individuality of religious practice and belief and the effect on daily living.

Strand 2 Learning from religions

Responding

To respond thoughtfully to the views of others on religious and moral issues

Understanding

To understand that some questions in life are difficult to answer, that faith communities look for relevant answers in religious teachings and to develop views and opinions of their own

Comparing

To make comparisons between stories about, and significant experiences of faith communities, and their own experiences and feelings

Gaining awareness

To understand how moral value are embedded in religions; develop an awareness of why certain things are right and wrong and the cause and effect in decision making, behaviour and lifestyle.

Appendix 2

Scheme of Work

Planning rotation on a 2 year basis to allow for progression and structure in the teaching of R.E. Below is the Key Objective Overview for the entire primary education progression; modules are established to support children's introduction to key RE questions whilst progressively developing the skills required for effective insight into varied religious and moral belief systems.

	Autumn 1	Autumn 2	Spring	Summer
Foundation	FA: Special times. Children find out about days of the year that are important to different people.	FB: What makes me special? Children find out about what makes each person special and how we can show respect for all different people.	FC: Jesus: a very special person for Christians. Children find out about some stories of Jesus and about how Christians remember Jesus today.	FD: Special objects and special possessions. Children find out about some religious artefacts and how they are used, and find out about special clothes and actions in religions.
KS1 Cycle A Focus religions: Christianity and Judaism.	1.2 Myself How do we show we care for others? Why does it matter?	1.1. Celebrations and festivals. Who celebrates what and why? Christianity and Judaism.	1.3 Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?	1.4 Symbols In what ways are churches/synagogues important to believers? Christianity and Judaism
KS1 Cycle B Focus religions: Christianity and Judaism.	1.5 Leaders What makes some people inspiring to others?	1.6 Believing What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?	1.7 What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?	1.8 Jewish and Christian stories How and why some stories are important in religion? What can we learn from them and from the Torah?
LKS2 Cycle A Christianity, Hinduism and Islam	2.2 Religion, Family and Community How do religious families and communities practise their faith?	2.1 Beliefs and Questions What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the word and others have impact on their lives?	2.3 Worship and Sacred Places Where, how and why do people worship? Investigating places of worship in Nottinghamshire	2.4 Inspirational People From The Past What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders focus: Moses, Jesus and Muhammad.
LKS2 Cycle B Christianity, Hinduism, Islam	2.5 The Journey of Life and Death Why do some people think life is like a journey? Where do we go? What do different people think about life after	2.6 Symbols and Religious Expression What do people express their religious and spiritual ideas on pilgrimages?	2.7 Spiritual Expression Christianity, music and worship: What can we learn?	2.8 Religion, Family and Community How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?

	death?			
UKS2 Cycle A Islam, Hinduism and Buddhism	2.9 Inspirational People in Today's World What can we learn from great leaders and inspiring examples in today's world?	2.10 Religion and the Individual What is expected of a person in following a religion or belief?	2.11 Beliefs and Questions How do peoples about God, the world and others have impact on their lives?	2.12 Beliefs in Action in the World. How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?
UKS2 Cycle B Islam, Hinduism and Buddhism	2.13 Teachings, wisdom and authority What can we learn by reflecting on words of wisdom from religions and world views. What do sacred texts and other sources say about God, the world and human life?	2.14 Religion, family and community What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	2.15 Beliefs in action in the world How do religious and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	2.16 Beliefs in action in the world What was the Holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today?

Appendix 3

Resources:

There are various resources, including religious texts, such as bibles, teaching aids, textbooks and religious artefacts. The latter are sorted into boxes and labelled with the relevant religious faith group.

We also have a limited number of DVDs, exploring different religions, festivals, etc.

Specific resources relating to particular subjects and religions are as follows:

FESTIVALS

Bright ideas festivals.

Feasting and festivals - J Wilson

Lets celebrate - Festival poems - J Foster.

The Leons Easter book - M Batchelor.

Christmas in the Caribbean - Beds county council.

Let the celebration begin - M Wilde.

Calendar of the religious festivals - C A Lawton.
Bright ideas activities.
Living festivals omnibus - RMEP.
Teachers times over festivals - C Cairt.
Carnival and festival calendar.

MULTI - FAITH

Religion in multi-faith schools - W Owen Carl.
Stories in the multi-cultural classroom - HBT
Sight significant Aswan woman.
Creation stories (poster set).
Multi faith poster set).
Starting with me - B Hume - B Server.
Religious dress - J Mayle.
Bright ideas seasonal activities - Spring and Summer C Matusiak
Autumn and Winter
Brainwaves Religious Education celebrations - J Curtus P Curtus.
Brainwaves Religious Education - P Cato.
What it's like to me - H Ixley.
Folders poster pack K.5 1.

Multi cultural

Anti - colouring book - Stroker and Kimmel.
Games from Bangladesh and Pakstistan.
Copy Art - ILEA.
School council Maths Tongue project.
Book for under 5's in multi cultural society- M Taylor K Hurtwitz.
Anti colouring books of exploring space on earth - S Stricks.
Multi cultural perspectives in the primary school staff.
County council L.E.A.Many cultures many faiths - Notts County Council
The changing world and the primary school - CFWED
No problem here - C Gaire
Caring for the under 5's in a multi racial society - CRC
On racism and sexism - A. Sealey
TAPES - Punjabe + under rhymes and songs
- Sampeep + the parrots (Urdu)
- Fruit project pack - stories and riddles

Christianity

Several bibles, including large Jing James version.
Bible stories - Norman Vincent Peal

Beginners Bible - Kingsway Publications
The Leon Encyclopedia of the Bible
Westhere project RE 5-15 Christians
A Christmas Family in Britain - S W Harrison + D Shapherd
Lion concertina board books - The Christmas baby
- Animals 2 by 2

East Sussex RE Advisory centre - Christianity a pictorial guide
signs, symbols and stories - J F Aylett
Palm tree bible book (1) New Testament
(2) Old Testament

Religious though Festivals Christianity - R O Hughes
The Christian experience - J F Aylett
Jesus - J F Aylett + R D Holden Storey
Jesus - M DONEY

Resource Book (1)
(2) M Cooling + D Walker
(3)

Scholastic Christmas poster set
Jesus Worldwide - Christian Education Movement.
Christian Aid Pack.
Bible society story boards - Zacchaeus.
- Good Samaritan.
- Lost son
- Jesus is born.

Pack - St. John's Parish Church Beeston.
My own book of Bible stories - Lion Publications
Jerusalem - R Hughes (x17).
Christianity Topic Book (1) Margaret cooling
(2)

Christmas - Pat Gauche
Life of Christ - 15 Posters
Teaching of Christ - 15 posters
Miracles and Parables of Christ- 15 posters
Now English Bible (x10)
Holy Bible (x2)

Judaism

Jewish Festivals - Living Festivals series
A Jewish family in Britain - V Barnett
Westhill Project R.E 5 - 16 Jesus

My Very Own - Shavout
Sukkot
Yom Yippur
Rosh Hashana
Somchat Torah

Megillah

My very own Jewish home - Rabbi A Goldstein.
Lets talk about the Jewish Holidays - D K Kripke
The Jewish Experience - L Aylett
Religious through Festivals - C Lawton
Mitzvot - A Rosenberg
The Jewish holiday games and workbook - J Jacobson Pilkskin
Stories from the Jewish World - S Sheridan
Judaism in words and pictures - S Thorley
Especially wonderful 2 days and tape

Hinduism

Mehndi
Rangoli patterns
The Elephant headed God and other Hindu tales - D Chatterjee
A Hindu family in Britain - S Ray
Durga Puga - S Ray
Diarali - C Deshpande
Hindu Experience - L Aylett
Hinduism in words and pictures - S Thorley
Religious through Festivals Hinduism - R Jackson
Hinduism - Religious and multi- cultural education resource
Material
Devali pack for under 5's

Story of Devali MGSS
How a Hindu prays

Eud for under 5's

Buddhism

The Teaching of Buddha
Festivals of Buddha - A Bancroft
Religions through Festivals Buddhism - P + H Connolly
Away of life - Buddhism

Sikihism

Saraswati Puji - S Ray
Holi - J Hannaford
Guru Nanak's Birthday - M. Davidson
Baisakhi - W Owen Cole + P S Sambhi.
Sikhism - CEM pack
The Janam Sakhi of S M Guru Narak - MGSS

Islam

Ramadan + Id-ul Futr - J. Hannaford.
A Muslim Family in Britain - S.W Harrison + D.Shepherd.
Westhill Project R.E 5 - 16. Muslims (1)
(2)

Religious through festivals - A Brine
Islam. A pictorial Guide.
How a Moslem prays - MGSS
Islam in words and pictures - S Thorley
Exploring Islam CEM

Chinese

Nottingham Group - Chinese New Year
MGSS - The Chinese New Year.

Artefacts

Christianity

Various, including crosses, Painted iron from Romania.

Judaism

Scroll Painted (Hedyad)
Stencil alphabet and religious objects
Mezuzal
Skull cap
Dreidel
Praying Shawl
Menorah
Candlesticks
Seder Dish
Hannakal Candle and space bowl
Matzal cover
Challah cover
Jewish prayer Leaflet

Hinduism

Man and Women dolls traditionally dressed
Wayang Kulit - Large Shadow Puppets
Wayang Cholek - Large rod puppets
Small character marks (8)
2 Beating sticks (Dance)
Can bells (altar decoration)
Small bells (Dancing)
Mendle - set

Buddhism

Altar Gong

Sikhism

Large Puppet

Islam

Muslim Family Character set.
Arabic carrier bag.
Set of Islamic post cards
Koran holders

Chinese

Set of 4 hand puppets
Set of 4 string puppets

Appendix 4

World Religions in Nottingham.

Islam

The Nottingham Mosque
St Ann's Well Road

Moern masjid + Muslim Centre
215, Carlton Road

Hinduism

The Hindu Temple

215, Carlton Road

Sikhism

Shri Guru Nanak Dev Temple
1, Noel Street

Shri Gurudwara
26, Nottingham Road
Sherwood

Gurudwara Bara Budha ji
24, Gladstone Street
New Basford

Guru Narak Sat song Temple
62, Forest Road

Judaism

Nottingham Synagogue
Shakespeare Street

Progressive Jewish Congregation
Liyd Street

Christianity

The Assumption, Catholic Church
Foster Avenue
Beeston.

C of E Church, High Road
Beeston.

St Barnabas Cathedral. (Roman Catholic).
Derby Road.

All Souls Church and Community Centre
Ilkeston Road

Polish Church
2 Sherwood Rise

St Stephen's and St Alban church
Sneinton Road, Baptist Church
Gregory Boulevard, Sherwood Rise

North of England Church of God Conference
22, Zulla Road

Southwell Minster – Time Travelling