

Religious Education and the SMSC Policy

Rationale

The purpose of religious education is for pupils to learn from and about religion, not to persuade pupils to accept or reject a particular religious tradition.

Locally, we are seeing a growing diversity in our school populations, offering new experiences and opportunities for pupils and staff to understand and respect that religion and beliefs for many people form a crucial part of their culture and identity. We recognise the variety of religious and non-religious backgrounds from which our pupils come and intend to be sensitive to the home background of each child.

We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development and the leading role which the RE curriculum plays in each of these areas.

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. Through spiritual development, pupils' should develop the knowledge, skills, understanding qualities and attitudes they need to foster their own inner lives and non-material well being.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge and skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Pupils' social development involves pupils acquiring an understanding of their responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others, and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire respect for their own culture and that of others and develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Our Aims:

Religious Education at Sandhill will be delivered in line with the legal requirements. These are that:

- The basic curriculum will include provision for religious education for all pupils on the school roll.
- The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- The RE which is provided shall be in accordance with the Barnsley Local Agreed Syllabus (LAS) 2010.

The Locally Agreed Syllabus aims:

- To enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Barnsley and in Great Britain. Among these religions Christianity has a particular place and is taught in each year of the primary phase.
- To promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country.
- To affirm each child in his/her own family tradition and religion.
- To provide children with opportunities for spiritual, moral, social and cultural development.
- To develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, the sacred, authority, religious belief and lifestyle, and through exploring the fundamental questions of life.

Time Allocation

The time allocated for Religious Education at Sandhill Primary School will be 36 hours per year at Key Stage One and 45 hours per year at Key Stage two. RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

Scheme of Work

Our scheme of work is based on the suggestions in the Locally Agreed Syllabus.

In the Foundation Stage RE will be based around termly themes;

- My world
- Special times
- Special places.

In Key Stage One pupils will learn about Christianity and one other major religion.

In Key Stage Two, pupils will learn about Christianity and two other major religions.

For both Key Stage 1 & 2 there are questions relating to the major religions and suggested learning objectives and outcomes.

RE across the curriculum

Cross-curricular work is encouraged, in line with whole school policy on teaching and learning. We use art, drama, speaking and listening and other active learning strategies in our teaching of RE.

Visits

We recognise the impact of first-hand experiences and create opportunities for pupils to visit Christian churches and places of worship from other major religions.

Matching work to pupils needs

Every child regardless of race, gender and special needs have access to a broad and balanced curriculum. Our whole school policy with regard to special needs and differentiation applies to RE. Some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Managing the right of withdrawal

We will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. They will be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. However, the right of withdrawal will not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. The use of the right to withdraw should be at the instigation of

parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Further information and advice on withdrawal can be found in the Religious Education Non-Statutory guidance document.

Monitoring, Evaluation and Review

Monitoring of the standards and quality of teaching and learning in RE takes place in accordance with the school monitoring cycle.

This policy will be fully reviewed by all staff and governors in 3 years (2014), or sooner if the Local Agreed Syllabus or statutory guidance changes.

Resources

In RE cupboard (street)

- artefacts, posters, books and DVDs for all religions
- master copy of Locally Agreed Syllabus.

In addition to the above all staff will have relevant sections of the LAS to support their planning.