

## **Religious Education Policy for Hillside Community First School**

<b>Adopted date:</b>	<b>Autumn 2017</b>
<b>Signature of Headteacher:</b>	<b>Jeremy Harrison</b>
<b>Signature of Governing body:</b>	<b>Ben Mason</b>
<b>Next review date:</b>	<b>Autumn 2019</b>

# Hillside Community First School

Working together to promote life-long learning for all



## Religious Education Policy

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject, but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Hillside is a Community school therefore we deliver RE in line with the Dorset Agreed Syllabus.

At Hillside Community First School we aim that Religious Education will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe and wonder and mystery**

### The contribution RE makes to other curriculum aims in particular to community cohesion

#### Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

## Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

## Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at Hillside Community First School;

**The school community** – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

**The community within which the school is located** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

**The UK community** – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

**The global community** – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

RE is an important subject in contribution to the schools development as a Rights Respecting School.

## Approaches to teaching RE.

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning following the **Dorset Agreed Syllabus**.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

## Which religions are taught at Hillside Community First School?

In accordance with the structure of the Dorset Agreed Syllabus we have agreed that

At Key Stage 1 pupils study Christianity and Judaism.

At KS 2 pupils study Christianity, Judaism and Islam.

## **Assessment and Recording of RE**

In line with the school policy on assessment and recording

It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set. Three times a year each pupil will complete an assessment task that will form part of his or her work done in RE. The class teacher will record the Age Related Expectations (ARE) achieved by each pupil at the end of the academic year. These ARE will be used by the co-ordinator to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

## **Arrangements for monitoring standards of teaching and learning in RE**

The co-ordinator will monitor RE within the school through analysis of assessment data, pupil interviews, lesson observations and scrutiny of pupils' work.

## **The right of Withdrawal from RE**

At Hillside Community First School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does 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.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Hillside Community First School.

**RE Co-ordinator: Mrs Corrie**  
**Date of policy review: Autumn 2019**