



Ysgol Gynradd Penygawsi Primary School

Religious Education Policy

June 2017

Introduction

This policy has been developed in consultation with the whole staff of Penygawsi Primary School and has the full agreement of the Governing Body. The Policy reflects the ethos of the school and outlines our beliefs as to the nature and purpose of the teaching of Religious Education, as well as the management of the Religious Education Curriculum.

Our school complies with the 1988 Education Reform Act which requires that;

‘The curriculum for every maintained school shall comprise a basic curriculum which includes provision for Religious Education for all registered pupils at the school. This syllabus shall 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 represented in Great Britain.’

The religious education curriculum forms an important part of our school’s spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Local Authority’s Agreed Syllabus, and it meets all the requirements set out in that document. The RE syllabus reflects the fact that religious traditions in Great Britain are, in the main, Christian, whilst at the same time taking into account the teachings and practices of other major religions.

This policy has been informed by guidance outlined in;

School attendance and religious festivals guidance 2016 Welsh Government
Managing the Right of Withdrawal from Religious Education August 2016 WASACRE

The nature of Religious Education

Religious Education is not only concerned with addressing the pupils’ mental development and imparting a body of knowledge, it also addresses the pupils’ spiritual, moral and cultural development in that it helps pupils to make sense of their world and their experiences within it as well as the experiences of others.

We are conscious that our pupils are growing up in a multi-cultural country. Through examining Christianity and other major religions in Wales, tolerance and understanding is encouraged as well as sensitivity towards people with differing values and experiences.

We believe that R.E. must start with the child’s own experiences and knowledge in order to learn from religious and spiritual insights, beliefs and practices. We motivate parental involvement and encourage them to be ‘partners in education’ with the school. We develop relationships with the community through partaking in visits and inviting community members into the school.

Aims

The main aims of Religious Education in Penygawsi are in line with guidance from SACRE and the local authority agreed syllables which states that pupils should be encouraged to;

- Engage with fundamental questions
- Explore religious beliefs, teachings and practices
- Express personal responses

Ysgol Gynradd Penygawsi Primary School - Religious Education Policy

Our other aims are:

- To encourage pupils to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Scheme of Work

We plan our Religious education curriculum in accordance with the LA's Agreed Syllabus. The units of study are planned in the school's Curriculum Maps. The scheme of work outlines the content, learning activities, resources and assessment opportunities for each unit of work. The scheme is organised into six termly topics for foundation phase and key stage 2.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Pupils will be given the opportunity, where appropriate, to develop and apply their knowledge and understanding of the cultural, historical, economic, environmental, physical and linguistic characteristics of Wales through RE

RE is a foundation subject. We plan our RE curriculum in accordance with the LA's Agreed Syllabus.

We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

Please refer to the Teaching and Learning policy for further information.

Ysgol Gynradd Penygawsi Primary School - Religious Education Policy

Differentiation

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty
- providing resources of different complexity, adapted to the ability of the child;
- building up children's self-esteem and confidence and helping them feel secure.

Resources

We have sufficient resources in our school to be able to teach all our RE. We keep resources for RE in a central store. There are Bibles available and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a good supply of RE topic books and internet links to support the children's individual research. We use the school library service to loan books and resources to support the scheme of work.

Assessment

All assessment will be in line with the assessment, recording and reporting policy adopted by the school.

Assessment for Learning – Learners are encouraged to reflect on their learning in a positive, supportive environment, where learners feel safe to make mistakes and are equipped to develop their understanding through adult and peer support. Self-assessment and peer marking all seek to improve learners understanding of their learning and praise their achievements. Older children are encouraged to make judgements about how they might improve their work in the future.

Equal Opportunities

Penygawsi Primary School aims to ensure that all pupils have access to the National Curriculum regardless of gender, ethnicity or background. Positive attitudes are nurtured by matching tasks to the needs of individual pupils, using differentiated materials and appropriate teaching strategies which include whole class, group and individual teaching. Please refer to the School Equal Opportunity Policy.

Right of Withdrawal

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school 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. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents. 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. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

Special Educational Needs

Teachers are fully aware of those children with specific needs and ensure they are fully integrated and given access to all aspects of Religious Education. Differentiation must be appropriate to learner's specific needs, so that activities set are appropriate to ability and so lead to successful outcomes. Pupils who are on the Special Needs Register we take into account the targets set on their I.E.P's, when teaching Religious education

Safeguarding.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

Monitoring and Evaluation

Evaluation of classroom practice and the effective use and delivery of the Scheme of Work will be evaluated by the Curriculum Leader. For details of the Monitoring and Evaluating process and cycle, please refer to the School's Monitoring Policy.

The subject leader will regularly look at a selection of learner's books and engage in informal discussions with learners from a wide variety of classes, to detect strengths and weaknesses in skills and knowledge relevant to the Religious education curriculum. The subject leader will collect evidence and use this to inform an evaluation of RE within the school. This report will be given to the head teacher.

Religious Education Curriculum Leader: Marina Udy

Updated: June 2017

Review date: June 2019

Head Teacher : Mr J. Davies

RE Subject Leader: Mrs M. Udy

Chair of Governors: Mr H. Rees

Dated