

Hanover Primary School

Religious Education Policy

Aims

At Hanover Primary School, we believe pupils should be taught RE in order to help them to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- Develop a positive attitude towards other people regardless of their gender, race or religion
- Develop the skills to live harmoniously within a diverse society
- Respect the right of people to hold beliefs which are different from their own
- Develop the ability to make reasoned and informed judgements about religious and moral issues

The Legal Requirement

The Education Reform Act 1988 requires that RE should be taught:

- To all pupils in full-time education except for those withdrawn at the request of their parents
- As part of the curriculum, and should promote the ‘spiritual, moral, cultural, mental and physical development of pupils’
- As an agreed syllabus which reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of other principal religions represented in Great Britain

The Education Act 1944 requires that an agreed syllabus ‘must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils’.

The Agreed Syllabus

The teaching staff at Hanover Primary School follow the agreed syllabus for Islington. This includes study of the six major world religions: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism.

There are additional areas of enquiry to be addressed through KS1 and KS2: places of worship, caring for our world, caring for each other, light, water, rites of passage, prayer and worship, journeys and pilgrimages and principles for living.

Attainment Targets

There are two aspects to the teaching of RE:

Learning about Religion (AT1)

This includes the ability to:

- Identify, name, describe and give accounts in order to build a coherent picture of each religion
- Explain the meaning of religious language, stories and symbolism
- Explain similarities and differences between, and within, religions

Learning from Religion (AT2)

This includes the ability to:

- Give an informed and considered response to religious and moral issues
- Reflect on what might be learnt from religions in the light of one's own beliefs and experience
- Identify and respond to questions of meaning within religions

Planning and Assessment

At Hanover, all our policies and practice are closely linked to our 'Teaching and Learning' policy

- Where possible teachers links RE to their term's topic
- Where appropriate, RE is blocked termly so that focused RE work takes place over an intensive, but short, time scale rather than during weekly sessions
- Teachers are encouraged to think creatively when planning RE work in order to develop children's skills, understanding, questioning and opinions as well as teaching them facts about religions and practices
- We utilise special events (such as religious festivals) whenever possible
- We maximise first hand and practical experiences using as many resources (objects, artefacts, people and places) as we can. We borrow from the Islington Library Service who have a good supply of objects and books available
- We believe visits and visitors play an important role in stimulating children's learning. Teachers research and plan ahead for opportunities to use museums and places of worship in the locality. Recent visits have included to the local church and the Jewish Museum in Camden.
- We think that discussion is a very important aspect of RE, particularly when thinking about what we can learn from world religions. We do not want RE to be about completing worksheets and do not feel it is necessary to record every aspect of every lesson
- Teachers write termly plans for RE and discuss these within their phase group. All planning is scrutinised by senior management on a half termly basis for coverage, continuity and progression.

- Assessment of children's RE capability is achieved by planning appropriate curriculum activities in line with the school's policy on assessment. Written assessments form part of the children's annual report

Spiritual, Moral, Social and Cultural Development in Religious Education

RE plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to social and cultural development.

We actively encourage children to raise money for charity, for example to help those affected by disasters as in Haiti in 2010.

Children have the opportunity to become School Councillors where they learn to represent the views of their peers, to respect others opinions and try to create a community that feels collective responsibility.

Our PHSCE framework also develops the moral, social and cultural elements of RE through discussions such as knowing and understanding our responsibilities to others, respecting the needs of others, how our behaviour can affect others and considering people living in other places and with different values and customs.

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