



## Warden House Primary School Religious Education Policy

Religious Education stands alone from other curriculum subjects in that it is determined by a Local Agreed Syllabus. The syllabus that Warden House School follows is 'The Kent Agreed Syllabus 2012 for Religious Education' (KAS)

The Kent Syllabus states:

Our vision for high quality Religious Education in Kent is founded on:

- Exploring faith in action
- Reflecting upon ultimate questions
- Affirming and challenging one's own beliefs and values
- Investigating the beliefs and practices of others
- Developing the skills, attitudes and processes of learning in Religious Education

REact aims to provide a high quality experience of Religious Education for all pupils in Kent by:

- Promoting personal respect for pupils' own world views and those of others
- Deepening understanding of their own and other people's beliefs and opinions
- Fostering an enquiring and open mind
- Encouraging the confidence to ask ultimate questions
- Developing the skills of listening, communicating and empathising

This syllabus devotes the majority of the attention to the Christian tradition; it gives clear guidance on what is to be taught from all religions, faiths and includes moral and spiritual education. It aims to provide a broad and balanced Religious Education curriculum, to promote the spiritual, cultural and moral growth of pupils and develop an appreciation of religion in contemporary life. It does not confine itself exclusively to Religious Education based on the Christian tradition, nor is it denominational, or aim to convert pupils to religion.

In our school we have chosen to study the main beliefs and practises of Islam, Judaism, Sikhism and Hinduism as well as the Christian faith. The planning that we use at Warden House Primary School comes from The Diocese of Canterbury, whereby many professionals worked together to produce appropriate planning for different year groups, covering the appropriate faiths. The planning is in line with The Kent Agreed Syllabus.

### **Mission Statement**

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Warden House Primary School, we develop children's knowledge and understanding of the major faiths, and address fundamental questions. We aim to contribute to pupils' spiritual, moral, social and cultural development. In today's society, it is incredibly important that children learn about and understand not only their own religion, but those around them which then enables pupils to develop in to well-rounded individuals with the ability to empathise and develop their own morals, beliefs and values.

The aims of the syllabus for RE are focused on two Attainment Targets.

They are that pupils should:

- **Learn about religion (AT 1)**
- **Learn from religion (AT 2)**

*“Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society.”*

*“Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils’ knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.”*

*“RE also contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.”*

Religious Education does not seek to...

- ‘Merely convey information about religions
- Convert pupils to a particular religious viewpoint or tradition
- Compromise pupils’ integrity by promoting the view of any one religion as superior to others’

Warden House follows these aims and continually works towards developing pupils in these ways while aligning with our Equality Scheme ensuring equality of race, gender and disability.

### **Law**

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 of the School Standards and Framework Act 1998. Please refer to p 13 of the React – Kent Agreed Syllabus for RE 2012

### **Rights of Withdrawal**

Parents have the right to withdraw their children wholly or partly from Religious Education, but one would hope parents would confer with the principal or teacher responsible for Religious Education before exercising this right. (DES Circular 1/94 Par 48 makes it clear that parents cannot insist that their child be withdrawn every time issues relating to religion and spiritual values are raised in other areas of the curriculum). This would be of particular relevance in an integrated curriculum e.g. where History, Geography and Religious Education are taught by a ‘topic’ approach.

### **Teacher's Right not to teach RE**

According to the Education Act 1944 Section 30, teachers have a right not to teach RE and a refusal to do so cannot be used to discriminate against them. Teachers who wish to discuss this may do so with the head teacher.

### **Health and Safety**

The Health and Safety Policy will follow the same guidelines as the School Policy.

It is necessary to supervise children when they are using certain equipment in the course of their RE work e.g. scissors, cooking equipment, artefacts (Sikh sword). Children should be adequately supervised when making visits to places of worship (see school policy) and be made aware of the correct behaviour expected, in terms of clothing, food, etc.

### **Equal Opportunities**

It is important that the contributions of all pupils should be valued in RE lessons, and no pupil should feel that he or she is discriminated against because of any views expressed. Children from disadvantaged background, or ethnic minorities should feel as valued as any other member of the class. It is hoped that a member of another World faith could be asked to talk to the class during lesson/assembly times.

### **Pupils with Special Education Needs**

In this school pupils with Special Educational needs are encouraged to contribute in many ways towards RE lessons, in discussion, by having appropriate tasks set for them, and working in a one to one situation, or small group, with a classroom assistant. Exceptional pupils are encouraged to extend their knowledge, by use of resources, including books and artefacts. They are encouraged to use the library, resource boxes and internet for their individual research.

### **Religious Education in Key Stage 1**

From the time when pupils arrive in our school we attempt to build on their experience of life, family, friends and important events. We begin to introduce them to stories, pictures, artefacts, symbols and festivals found in religious traditions.

The teaching of religion in this school enables pupils to understand and use religious and moral concepts, develop positive attitudes and be able to reflect on their own lives with greater maturity.

By the time pupils are aged 7 it is hoped that they will have an understanding of their own personal worth and identity and have investigated and shown understanding of the different relationships between people. They should be able to appreciate the natural world, in its wonder and complexity.

They should have learnt simple vocabulary for use in religious discussions and be familiar with some key concepts, stories, artefacts, symbols and festivals. They would have learnt about these key points by learning about Christianity, Hinduism and Judaism.

They will know the importance of celebrating key achievements e.g. progress in areas of the curriculum and improved behaviour, and events in their lives e.g. birthdays and family events.

Children will be able to express their ideas and feelings through the visual arts, writing, speaking, music and movement.

## **Religious Education in Key Stage 2**

In Key Stage 2 we aim to enhance earlier learning by enabling pupils to understand more fully, religious and moral concepts, and imply the insights gained to their own lives.

This is achieved by teaching about Christianity, Islam, Judaism and Sikhism. We teach about the main events in the lives of religious founders and leaders, and develop pupils' understanding and use of religious terminology and symbolism in the Bible and in other religious literature.

We enable pupils to reflect on the key questions which develop their spiritual growth in terms of enhanced self-esteem, positive values and inner peace. We also encourage their moral growth so that they can face up to their responsibilities and understand their rights. As far as possible we make appropriate links between the Religious Education Units of work and National Curriculum subjects, bringing out the spiritual and moral dimensions of these subjects.

By the age of 11, all pupils should be acquiring some understanding of the observable features of religion and of religious communities, particularly through visits to places of worship, the study of religious literature and the world's key religious figures. They should be familiar with the language used in religion, as well as some of the stories, symbols and rituals of religion with some insight into their significance for believers. They should be able to reflect upon experience, their own sense of personal identity and their relationships with other people. They should be able to discuss religious ideas, moral questions and values and relate sympathetically to those who do not share their beliefs.

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