



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 2017-2022 for Religious Education' (KAS)

The Kent Syllabus states that the purpose of RE is to:

- 1) Contribute dynamically to children's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- 2) In RE they learn about and from religions and worldwide views in local, national and global contexts, to discover, explore and consider different answers to these questions.
- 3) They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree effectively.
- 4) Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- 5) It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- 6) Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The Principal Aim

The principal aim of RE is to encourage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The Kent Agreed 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 Christians, Muslims, Hindus and Jewish people. The planning that we use at Warden House Primary School comes from 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 the following (the threefold aim of RE elaborate the principal aim):

The curriculum for RE aims to ensure that all pupils:

- 1) Know about and understand a range of religions and worldviews**
- 2) Express ideas and insights about the nature, significance and impact of religions and worldviews**
- 3) Gain and deploy skills needed to encourage seriously with religions and worldviews**

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.

Rights of Withdrawal

Parents have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education (School Standards and Framework Act 1998 571 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right. Students over the age of 18 have the right to withdraw themselves from RE too.

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. 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 enter Key Stage 2 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 key concepts, stories, artefacts, symbols and festivals. They would have learnt about these by learning about Christianity, Judaism and Islam. They will learn about sacred places, what it means to belong to a faith community, special times, beliefs and sacred books.

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.

The children will learn about:

- 1) Being a Christian/Hindu/Muslim in Britain today
- 2) Different beliefs about God – either a Christian focus, or both Hindus and Muslims
- 3) Religious festivals (Eid focus in Year 4)
- 4) Praying/places of worship
- 5) The Bible
- 6) Deciding what is right/wrong
- 7) Jesus – what he did, his values and why he is so inspiring to some people
- 8) Journeys in life and significant experiences that mark this
- 9) Expressing beliefs
- 10) Ahimsa, Grace and/or Ummah

11) Christians and Humanists

12) How religions help us when life gets tough

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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Reviewed by Rob Hackett

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