



'To question is to grow'

Wood End Park Academy

RE Policy

2014-2015

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Religious Education is about teaching children and young people what it is to have a Faith, and teaching them to make reasoned moral judgements and evaluations of belief and practice.

Unless the school has a religious foundation, it is not the role of the school to encourage or discourage pupils from believing in any particular religion.

In most schools, they should learn about Christianity and the other faiths represented in the local area. They should develop skills of investigation, analysis, interpretation and evaluation.

Religious Education is concerned with helping children learn about religion and from religion. It is not about encouraging them to adopt a particular commitment. Through the study of religious education pupils will:

- Develop a better understanding of the multi-cultural society in which they live, and the beliefs values and practices of different members of that society
- Have opportunities to clarify and express their own values and opportunities to consider and discuss the meaning of life
- Develop different skills, particularly those of analysis, reasoning, judgement, interpretation and evaluation.
- Understand something of what it means to belong to a particular faith tradition and they should have respect for others who have different beliefs to their own.

(Hillingdon SACRE-2014)

Thoughtful Theologian: The Basic Expectations of RE at WEPA

1. To understand what it is to have a faith (*their own faith or the faith of others*).
2. To make reasoned and moral judgements of belief and practice. (*e.g. Hindus are often vegetarians because... what are your thoughts on this?*)
3. To understand and respect the faiths in our local area. (*including the beliefs, values and practices of different members of that society*)
4. To learn about a religion and from a religion. (*e.g. Sikhs use the 5Ks, know what they are, why they are important to Sikhs and what they represent, what 5 things are special to you*).
5. To develop a better understanding of the multi-cultural society in which they live.
6. To reflect and express their own values and opportunities to consider and discuss the meaning of life. (*e.g. BIG QUESTIONS- do you think animals have feelings? What do you think heaven is like?*)
7. To develop different skills, particularly those of analysis, reasoning, judgement, interpretation and evaluation. (*looking at artefacts, learning from them- what they are used for etc*)

Teaching and Learning (in addition to the Teaching and Learning policy)

Teachers need to have a good/outstanding subject knowledge of the topic that they are teaching. Teaching needs to be more explicitly linked from year group to year group *i.e. last year you learnt about Christian festivals, this year we will be looking at the Jewish festival Hanukah*. Stories can be linked to topic to engage the children and raise the profile of the topic.

The RE overview will help teachers to know what has been taught previously. Children need to develop an awareness of religious cultures, which should be referred to throughout the unit. Religious vocabulary needs to be used by teachers and children in all lessons (refer to glossary attached).

RE in Early Years

People and communities

1. Shows interest in the lives of people who are familiar to them.
2. Remembers and talks about significant events in their own experience.
3. Recognises and describes special times or events for family or friends.
4. Shows interest in different occupations and ways of life.
5. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

6. Enjoys joining in with family customs and routines.

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Planning (in addition to the Teaching and Learning policy)

All topics should follow the RE overview created. Teachers must include key vocabulary for each lesson on their planning. RE plans need to have an element of learning about the religion, learning from the religion and relating this teaching to themselves (*e.g. Sikhs use the 5Ks, know what they are, why they are important to Sikhs and what they represent, what 5 things are special to you*). Objectives should be generated from the RE Skills ladder at the correct age expectations and higher for More Able pupils.

Pupil Books (in addition to Teaching and Learning policy)

Pupils' books should show evidence of the religious learning and a small reflection linking to themselves. Next steps from marking need to give children an opportunity develop an RE skill (*e.g. personal reflection- who is the most important person in your life? Why?*)

Displays and Classroom Environments

- Each year group should have a shared display for RE (can have one in the classroom if possible).
- Displays should have all religions referenced (with name and symbol) and the main religion studied that term expanded.
- Appropriate vocabulary should be displayed throughout the unit- added to as new vocabulary is taught to the children.
- High quality examples of children's work should be displayed with personal reflective comments. *e.g. Sikhs use the 5Ks, What 5 things are special to you).*
- Artefacts can be borrowed from the RE Resources and make the RE to be studied engaging to children. This display could also contain questions for the children to ponder.

Trips/Visitors to extend Learning

Any visits/ visitors to be organised by the year group and RE co-ordinator informed. These are encouraged and stipulated in the Curriculum Overview set out for the term.

Sensitivity of Subject

In England and Wales Parents have the statutory right under Section 71 of the School Standards and Framework Act 1998 to withdraw their children from RE lessons and acts of Collective Worship at all maintained schools, including faith schools. Parents are not obliged to give a reason for requesting withdrawal. The parental right to withdraw a child should be freely exercisable and the school must give effect to any such request. (*National Secular Society*)

If this occurs a letter must be given by the parent and SLT informed immediately. If parents question the curriculum you may say:

"In WEPA we teach an inclusive RE curriculum. All children learn about all major religions throughout their time here. We include an element of Christianity in all year groups, as it is a statutory requirement in the UK but teach other religions

alongside this. There is a copy of the RE overview on the website and you can discuss the topics with your class teacher."

Review of this RE policy: December 2016.