

GODWIN JUNIOR SCHOOL



RELIGIOUS EDUCATION POLICY

Agreed by Governors	Spring 2013
Reviewed	Spring 2016
Reviewed	Autumn 2018
Next Review	Autumn 2020

Linked Documents
Newham Agreed Syllabus for RE
Collective Worship Policy
Teaching & Learning Policy
Marking and Feedback Policy
Assessment Policy



United Nations Convention on the Rights of the Child

Article 2: The convention applies to all children, whatever their race, religion or abilities.

Article 13: Every child must be free to express their thoughts and opinions

Article 14: Every child has the right to think and believe what they choose and also to practise their religion

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and promote talent
- Inspire resilient learners
- Develop responsible global citizens
- Nurture confident, articulate individuals

1. INTRODUCTION

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Godwin Junior School we develop the children's knowledge and understanding of the major world faiths. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions. In doing so, we aim to foster the British Value of Tolerance and promote the British Value of Mutual Respect

2. AIMS

Our aims for religious education at Godwin Junior School are to help children:

- develop an awareness of spiritual and moral issues in life experiences
- develop knowledge and understanding of the major world religions and value systems found in Britain
- celebrate their own value systems and encourage them to see themselves as an equal, valid and valued part of our community and society
- develop an understanding of what it means to be committed to a religious tradition
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- develop investigative and research skills and enable them to make reasoned judgements about religious issues
- have respect for other peoples' views and to celebrate the diversity in society

3. THE LEGAL POSITION

Our religious education curriculum forms an important part of our school's spiritual, moral, social and cultural (SMSC) teaching. It also promotes education for citizenship. Our school RE curriculum is based on SACRE and meets all the requirements set out in that document. It follows the Newham Agreed Syllabus for Religious Education.

The Education Reform Act 1988 (ERA) states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. This does not include Collective Worship time as this is a separate requirement (we have a separate policy for Collective Worship).

Parents/Carers who wish to withdraw their children from RE lessons are permitted to do so, once they have made a formal written request which the Head Teacher has responded to. A record of withdrawals is kept by the RE Subject Leader.

4. 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 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 extend their knowledge and understanding of religious traditions through engaging with the subject. RE may be taught through role play and drama, storytelling, discussion and debate, artefacts, videos and many other sources. We aim to visit places of worship and to invite people of different faiths into school to talk to the children about special events/celebrations within their religion. Our aim is for every year group to visit at least one place of worship during each term to consolidate the learning that has taken place and to enable the children to experience first-hand what they have seen in the classroom. We visit places of worship as guests and learners NOT as worshippers. When they leave Godwin Junior School, the children will have experienced a range of places of worship from the major world faiths.

In line with displays in other curriculum areas, those in RE aim to be thought-provoking and interactive, as well as to inform and celebrate children's work.

5. CURRICULUM

We plan our religious education curriculum in accordance with the Newham's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and

knowledge in each unit and ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We recognise the fact that all classes in our school have children of widely differing abilities, and 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 through teachers annotating and differentiating the plans from the Newham scheme for each lesson they teach and by differentiating the work and the level of support given.

6. RESOURCING

Resources are centrally stored. All staff are expected to access them to support their teaching and children's learning, including for the purpose of using artefacts during lessons and display purposes. Teachers can order books for their classrooms from the Redbridge Schools' Library Service. In addition, the school library is well-stocked with a wide range of books which children can either read at Godwin or choose to take home.

7. ASSESSMENT

The standard of work in RE is expected to meet the targets children are following in other core subjects. Work should be recorded in books and any photographs that are taken of work or visits should be stored on the school system in the appropriate RE folders. Displays of the work are also valued.

To assess the children's ability in Religious Education, teachers are expected to evaluate each child's attainment at the end of each unit, using the 'Progress Steps in RE' (to assess each child for the three strands of RE), provided by the RE Subject Leader.

8. MONITORING & EVALUATION

The outcomes of monitoring and evaluation will prioritise the needs for renewing or adding to resources and meeting staff's identified personal development and training needs. Monitoring and evaluation will be undertaken by the subject leader, in line with the school development plan, inform curriculum and resource development and staff support.