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| Adopted On: | November 2021 |
| Review Date: | November 2024 |
| Review Frequency: | Every 3 Years |
| Approved By: | Headteacher |

Rationale

The legal requirements

In accordance with the *Education Reform Act (1988)* 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 This includes provision for RE for all registered pupils at the school except for those withdrawn by their parents in accordance with *Schedule 19 to the School Standards and Framework Act 1998*. (Religious Education in English Schools: Non-statutory guidance 2010)

As in the *1944 Education Act* (30 RE), teachers' rights are safeguarded, should they wish to withdraw from the teaching of RE.

The key document in determining the teaching of RE is the Locally Agreed Syllabus within the LA concerned. The syllabus must be consistent with *Section 375(3) of the Education Act 1996*, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. An agreed syllabus 'must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils' (*Education Act 1944, Section 26(2)*)

In all maintained schools RE must be taught according to either the locally agreed syllabus or in accordance with the school's designated religion or denomination, or in certain cases the trust deed relating to the school.

Academies and Free Schools are required to teach RE through their funding agreement. For academies without a religious character this will normally be the Locally Agreed Syllabus.

The Education Act 1993 requires that an Agreed Syllabus Conference must be convened every five years to review the existing agreed syllabus. The Surrey agreed syllabus was last developed in 2016 / 2017 and will be revised in 2022.

The Religious Education curriculum at Moss Lane School is based on the Syllabus for Religious Education in Surrey issued Oct 2012. (Reference Standing Advisory Committee on Religious Education for Surrey SACRE) but with variation where agreed by the Governing Body in order to ensure maximum inclusion and respecting the rights of all pupils and parents.

Practice and Principle

- Religious Education has an important contribution to make to the moral, social and cultural development of each pupil.
- Children need to arrive at their own personal spiritual and moral beliefs and values, through understanding and questioning.
- As in all other subject areas, the teaching of R.E. must be related to the ages and abilities of the children being taught.

No member of staff will promote one religion or set of beliefs in preference to any other and the beliefs of each child and every family will be respected. Parents will be fully informed of their rights to withdraw their child from Religious Education lessons. However in line with the principles established by Surrey SACRE, the curriculum will be structured to try to ensure all pupils will be able to attend RE teaching

Religious Education in the Curriculum

Religious Education is taught as a compulsory part of the curriculum for all pupils unless withdrawn by their parents. Teachers may also exercise their right not to be required to teach religious education. The teaching is non-denominational and in accordance with the locally agreed syllabus, covering all statutory aspects. There is progression through these programmes of study. RE is part of the basic curriculum alongside the national curriculum. It has equal standing with the core and foundation subjects. Collective

worship will reinforce learning in national curriculum subjects and RE. In reception Religious Education is taught as part of the EYFS specific area of Understanding the World.

We base our teaching and learning style in RE on the key principles of our 'Teaching and Learning' policy. Good teaching in RE allows children both to learn about religious traditions and to reflect on what the 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 to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Christmas, Easter, Diwali, Passover, Eid etc. to develop their religious thinking. We organise visits to local places of worship and these celebrated experiences are discussed in assemblies, and invite representatives of local religious groups to come into school and talk to the children.

Aims

To enable pupils to:

- demonstrate an appreciation of the nature of religion and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life
- develop knowledge and understanding of Christianity, and of the other principal religions represented in Great Britain, both through their history and their contemporary diverse expressions
- develop interest in and enthusiasm for the study of religion and beliefs and enhance their own spiritual, moral, social and cultural education
- develop the ability to make reasoned, informed and creative responses to religious and moral issues
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

Organisation of RE Teaching

- The staff plan in year groups using the SACKE agreed syllabus guidance. The lessons employ a variety of teaching and learning styles based on the key principles of our Teaching and Learning policy.
- A range of subject and teaching aids are easily accessible for the children. Classroom displays include RE and are of an interactive nature when suitable.
- Our scheme of work is based on the Surrey Agreed Syllabus. There are no nationally prescribed areas of study. Concepts, skills and attitudes to be developed are listed. Some are specifically religious and others are concerned with general educational and personal qualities.
- Visits to school from members of a variety of religions are organised. The local vicar/ and other organisations from the local community take termly assemblies. Weekly assembly themes complement topics taught within the school. The children have the opportunity to visit local churches, and other places of worship.
- Religious Education is taught by the class teacher.

Teaching and Learning

We aim to increase children's understanding and appreciation of R.E. through employing the whole range of teaching strategies, including:

- Use of artefacts and pictures.
- Use of stories.
- Use of discussion.
- Visits to places of worship.
- Visits by representatives of different beliefs and philosophies.

- Practical activities e.g. associated with festivals and food.
- Links with other curriculum areas – e.g. Art, Music, Drama, Literacy, PSHE and Citizenship.
- ICT, including videos

The Internet is also used to access relevant websites and resources. Appropriate use of the internet is monitored by teachers. The subject leader informs staff of relevant festivals and celebrations when appropriate

Equal Opportunities including SEN

The school provides a differentiated curriculum, which is sufficiently broad, balanced and relevant to meet the needs of each child and ensure equality of access for all. In particular Religious Education teaching should promote respect for and understanding of all beliefs and traditions. This is in line with our Equal Opportunities, Inclusion, and Racial Equality and Special Needs policies.

Responsibilities

The Role of the RE Co-ordinator

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in RE throughout the school.
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in RE and advise the Headteacher on action needed
- take responsibility for the purchase and organisation of central resources for RE
- keep up to date with developments in RE education and disseminate information to colleagues as appropriate.

Broad Guidelines

Foundation Stage (4-5 year olds)

Thematic – topics based upon children's own lives and experiences

Key Stage 1 (5-7 year olds)

Introducing the study of **Christianity** and aspects of **Judaism** and **Islam** and incorporates where appropriate, consideration of non-religious beliefs.

The two attainment targets for R.E. in the Surrey Agreed Syllabus are:

- AT 1 learning About Religions.

This involves the pupils acquiring and developing knowledge of Christianity and aspects of Judaism and Islam.

- AT 2 Learning From Religion.

In this area we aim to develop positive attitudes towards other people and to enhance the children's own spiritual and moral development.

Time for R.E

As with all curriculum subjects, there are no statutory requirements as to curriculum time for RE. However we devote sufficient time to the teaching of Religious Education to ensure coverage of the Agreed Syllabus. It is recommended that the following minimum hours should be devoted to Religious Education: Key Stage 1: 36 hours per year (72 hours over the Key Stage)

Evaluation and Monitoring

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for RE in the school.

Organisation of the Curriculum

- R.E. is mainly taught as a separate subject although where appropriate it may be incorporated into the half termly topic.
- In reception the children study celebrations.
- In Year 1 the children study Judaism.
- In Year 2 they have a block on Islam.

Resources and Modes of Working

- Most lessons are of a whole class nature with discussion and practical involvement's encouraged.
- Written work may be differentiated to take into account the range of ability of the pupils in the class.
- We value first hand experience and arrange visits to places of worship when this is appropriate.
- Representatives from different groups are invited into school to talk about their faith and worship.
- Resources for the teaching of Religious education are in the staff room and resources cupboard.
- Resources may be borrowed from the Education Centre at Guildford Cathedral.
- Information Technology is a resource that can be used for word processing and the storage and retrieval of information in Religious Education.

Assessment and Reporting

- Children's progress in Religious Education will be assessed in accordance with our Assessment Policy.
- Parents will be informed of achievement and progress at consultation sessions in the Autumn and Spring terms and will receive a written report towards the end of the Summer Term.
- In our assessment of R.E. we are concerned with what the pupils know, understand and can do. We are not attempting to assess pupil's personal beliefs, their attitude, or behaviour.

Home/School Partnership

We value the partnership between home and school respecting the different beliefs held in our diverse society. We encourage parents to share their experiences of religion and culture.

Equal Opportunities

The Syllabus is designed to include all children of all backgrounds and beliefs to take part. Parents have the right to withdraw their children from all or part of the R.E. syllabus. Teachers have the right to withdraw from the teaching of R.E. and no member of staff will be discriminated against for being unwilling to provide Religious Education. The School reserves the right to vary elements of the Surrey Sacre detailed syllabus whilst meeting the aims of the Surrey Sacre syllabus in order to ensure maximum inclusion and respecting the rights of all pupils and parents.

Collective Worship policy

Introduction

At Moss Lane School a Collective Act of Worship will be organised on a daily basis for all children within the school and will normally take place within a whole school assembly. We follow current guidance on Collective Worship issued by the DfE and Surrey County Council.

As a school, we recognise that whole school assembly is an important opportunity to provide opportunities for our childrens' Spiritual, Moral, Social and Cultural development. However, the school recognizes that children will come from different and no religious backgrounds. We therefore respect the right of any parent to withdraw their child from any act of collective worship at any time.

Aims

- Contribute to the spiritual, social, moral and cultural development of each child.
- Support the Social and Emotional development of our pupils through making use of the SEAL programme,
- Give expression to, and reaffirm and practice the values of the school community,
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings,
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals,
- Foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others,
- Provide members of the school community with the opportunity to experience stillness and quiet.

Legal Status of Collective Worship

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall on each day take part in an act of Collective Worship'. We seek to do our best to keep the spirit of this legislation.

Assembly Themes

Throughout the year assembly themes have been planned for including our school values. The children will be asked to reflect on these themes throughout the week. These themes will address moral and spiritual issues that would be common to all the children regardless of their faith. Each week the theme is accompanied by an appropriate choice of music, which also provides an opportunity for reflection.

In addition to acts of worship, assemblies will be used to recognize and celebrate achievement and to reinforce our school values.

At times, Governors, faith leaders or other adults may be invited to assemblies.

Values Education

We blend Christian teaching and Values Education in order to create opportunities for children to develop physically, emotionally, personally, socially, mentally and intelligently so that their self-esteem and well-being is sound and supported by ever growing emotional intelligence; leading to an understanding of their rights and responsibilities as young citizens. The systematic introduction of a common values vocabulary allows children to access moral and ethical thought.

Atmosphere

We believe that it is essential that each assembly and act of collective worship creates the right atmosphere. Children will be expected to arrive in assembly silently, ready to reflect upon the theme of the assembly. Music will be played on their arrival. It is also expected that adults remain quiet when arriving for assembly. The assembly/worship should last approximately 15-20 minutes

Prayer

At the end of the assembly there will be a prayer. Children will be invited to join in with the prayer at the end of assembly if they wish to do so. Any child will be given the opportunity to withdraw at this stage if this has been requested by his/her parents. The transition from assembly to worship will be marked in some suitable way e.g. the lighting of a candle or reflecting on an image, moment of silences and reflection etc.

Class assemblies

Each class will take a class assembly at least once a term. All children should take an active part in the assembly and have a balance of speaking and acting parts. Each class assembly should follow a theme connected with a topic being covered, an RE or moral theme, and aim to finish with a prayer.

Monday – Headteacher assembly

Tuesday – Singing assembly

Wednesday – Teacher Led assembly

Thursday – Class assembly

Fridays – Gold assembly celebrates the children's achievements both in and outside school, led by Headteacher or a member of the Senior Team. Normally, teachers choose two members of their class to receive a special mention and certificate. This takes place after the children have sung the hymn. Once the children have received their awards they receive a round of applause.

Other Faiths

Although our worship reflects our Christian beliefs and values, we are committed to respecting each other's faith stance and culture, showing tolerance and understanding regardless of pupils' beliefs. The class-led acts of worship may portray other cultures and beliefs as they reflect the RE studied as part of the curriculum requirements.

Rights of Withdrawal

At Moss Lane we seek to be an inclusive community however, we respect the right of parents to withdraw their children for Collective Worship. This school expects that withdrawal will only be made following parental discussion with the head teacher/worship co-ordinator followed by written confirmation of withdrawal.

The school has a system of suitable supervision for children who withdrawn from Acts of Collective Worship. However, no additional work is set or followed in this time.

All teachers, including the head teacher, have the right of withdrawal from the Act of Collective Worship, but the head teacher, should he or she wish exercise this right, maintains statutory accountability for Acts of Collective Worship in the school. This right of withdrawal doesn't extend to assemblies.

Equal Opportunities and special needs issues

All pupils, regardless of academic ability, age, gender and ethnic origin will have access to a wide range of appropriate activities to support their understanding of R.E. The teacher will draw from other religions as appropriate to acknowledge and celebrate the religious beliefs of the children within the class.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.