

Aim of The Langley Academy Trust: To provide an outstanding education for every child in the Trust

Religious Education Policy

Religious Education is taught as part of a broad and balanced curriculum to enable all pupils to become the best they can be. Through RE, we aim to promote the spiritual, moral, and cultural development of all pupils.

Religious Education is a compulsory subject and forms part of the national curriculum. The RE syllabus used at The Langley Academy Primary follows the Pan Berkshire Agreed Syllabus.

RE is taught, as in other curriculum areas, by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the school, local community and in time, the wider national and international community. The background of our pupils come from a number of faiths (mainly Christianity, Islam and Sikhism) and others appear to have little experience of any strong faith or belief.

Aims

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of other people's beliefs.
- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- To support pupils personal and spiritual development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background, special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

Time-Tabling for RE

The children in the Foundation Stage are taught RE through the area of Knowledge and Understanding of the World. In KS1 and KS2 RE may be taught either discreetly or as part of a cross-curricular approach eg through PSHE, history, geography, art or as part of a focus day or period of time eg Christmas and Easter.

(Collective Worship is separate to the teaching of RE, though strands of Collective Worship may be used to enhance the RE curriculum. See Collective Worship Policy)

Teaching and Learning

A variety of teaching methods should be used to teach RE, such as role play/drama, stories and music. Visitors to school should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths.

The Foundation Stage and KS1 forms the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around 'special times, people, places and objects/symbols. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

In KS2, similar opportunities are be offered and children should be encouraged to openly discuss their understanding, opinions and attitudes about religion.

It is likely that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Christians go to church on Sundays'.

Planning for RE

RE is planned using the Pan-Berkshire Agreed Syllabus as a content guide. This has two main attainment targets:

- Learning about religion

Through this, the pupils should develop an understanding of the nature and characteristics of religions.

- Learning from religion

This focuses on developing pupils' abilities to learn to communicate their own ideas and feelings, particularly in relation to questions of identity and belonging, purpose and truth, values and commitments.

Visiting Speakers

Visiting speakers are welcome to enrich children's understanding of Religious beliefs. Particular care will be taken to ensure that the speaker shares the information generically, whilst sharing religious knowledge whilst respecting beliefs of others as outlined in our British Values statement. The content and style of delivery will be agreed beforehand. Any material that is to be given to the children must be approved by the Headteacher or Senior Leadership Team.

Withdrawal

Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, they are encouraged to discuss their concerns with the Headteacher. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing Body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time.

Monitoring and Review

Provision for RE will be monitored and reviewed on a regular basis as part of the school's RE provision. This will be achieved by:

- All staff will follow the principles stated in this policy
- The relevant member of SLT is to ensure this happens within his/her Key Stage
- The Headteacher will carry out monitoring on SMSC/RE as part of the whole school monitoring process
- Regular review of implementation at staff meetings, including the sharing of classroom work and practice.

- Governors will audit the policy and Schemes of Work and monitor its implementation during impact visits.

Review Date: July 2018

Ratified Date: December 2018

Date of next review: March 2020

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