



## **HOLLINS GRUNDY PRIMARY SCHOOL**

At our school we believe that Religious Education (RE) makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society. We follow the Bury Agreed Syllabus for Religious Education and this sets out what children must cover Reception to Year 6. One of the key aims is for children to have a balance of learning about Religions and from Religions.

At Hollins Grundy, we attach great importance to the development of the children's spiritual and moral values. These, together with the development of their social skills, will enable them to build relationships with other children and with adults and to be sensitive to the needs and feelings of others. We also seek to develop and promote children's cultural awareness by providing a rich variety of activities and experiences as part of their wider curriculum.

We are recognised within our community for establishing a secure, caring and industrious environment, in which children can achieve their full potential and develop friendships and a sense of belonging. We work hard to ensure that all our children acquire a high level of self-esteem and knowledge of themselves.

Through our RE curriculum we aim to:

Promote Positive Attitudes

Develop Self Awareness

Build Respect for All

Foster Open Mindedness

Promote Appreciation and Wonder



# **HOLLINS GRUNDY PRIMARY SCHOOL**

## 1 Aims and objectives

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At our School, we develop the children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school and local community. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

1.2 Our objectives in the teaching of RE are to: develop an awareness of spiritual and moral issues arising in their lives; develop knowledge and understanding of Christianity and other major world religions or value systems commonly held in the UK; develop an understanding of what it means to be committed to a religious tradition; be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life; develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today; develop their investigative and research skills, in order to hold reasoned opinions on religious issues; have respect for other people's views, and hence to celebrate diversity in society. By developing pupils confidence and competence in dealing with moral issues, choices and dilemmas, paying attention to the development of empathy, skills of the highest standards and endeavours.

## 2 The legal position of religious education

2.1 The school follows the locally Agreed Syllabus for Religious Education (Bury 1997). Religious Education is taught to all children, as part of their entitlement, except or any withdrawn at their parents request. As part of a wider curriculum, the school promotes the "spiritual, moral, cultural, mental and social development of pupils (DfE 1/94). The school, within the terms of the Agreed Syllabus, 'reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of other principal religions represented in Great Britain'.



## **HOLLINS GRUNDY PRIMARY SCHOOL**

The Religious Education provided for each age group is

- Broad and balanced
- Gives all children their basic entitlement
- Gives sufficient regard to the various faiths represented locally.

### 3 Teaching and learning

3.1 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 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.

3.2 Our teaching in RE enables 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 Easter, Eid, Diwali, Hannakuh, to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations on a computer and share these in assemblies.

3.4 We recognise the fact that all classes in our school have children of widely differing abilities, 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 in a variety of ways, for example by: setting tasks which are open-ended and can have a variety of responses; setting tasks of increasing difficulty (we do not expect all children to complete all tasks); sometimes grouping the children by ability and setting different tasks for each ability group; providing



## **HOLLINS GRUNDY PRIMARY SCHOOL**

resources of different complexity, adapted to the ability of the child; using classroom assistants to support the work of individuals or groups of children.

3.5 We use a variety of classroom strategies. By identifying the personal point of reference for pupils, often as a starting point, or as the stimulus for deeper reflection, building bridges between the content of pupils own concerns, or more general human experience. By encouraging reflection, freely adopting processes familiar in English, Music, Art and Drama, to explore key areas and encourage personal expression of ideas and responses, spontaneous and discrimination. Within the terms of the Agreed Syllabus various skills and attitudes are developed. Encouragement is given to the children to ask questions in order to gain information, to make comparisons and to understand the various aspects of religion. Religious texts, beliefs, practices and traditions and festivals, together with signs and symbols, are studied and their meaning investigated. The use of religious artefacts make an important contribution to the teaching and learning process. Time and opportunities for reflection are built into the R.E programme are appropriate points. Through R.E the children are encouraged to develop a positive attitude towards living in a multi-cultural society.

### 4 RE curriculum planning

4.1 RE is a foundation subject in the National Curriculum. We plan our RE curriculum in accordance with the requirements of the LA's Agreed Syllabus and the guidance of the Local Standing Committee for Religious Education (SACRE). We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit of work, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

Foundation Stage:

KS1: CHRISTIANITY AND JUDAISM (Y1) and (Y2)

KS2: CHRISTIANITY AND HINDUISM (Y3) and (Y4)

CHRISTIANITY AND ISLAM (Y6)and (Y5)



## **HOLLINS GRUNDY PRIMARY SCHOOL**

Details of each age-groups individual programmes of study of Early Learning Goals are outlined in the R.E scheme of work.

### **5 The Early Years and Foundation Stage**

5.1 We teach RE to all children in the school, including those in the reception class.

5.2 In reception classes, RE is an integral part of the topic work covered during the year. As the reception class is part of the Early Years and Foundation Stage, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals (such as Knowledge and Understanding of the World and Personal and Social Development) which underpin the curriculum planning for children aged three to five.

### **6 Contribution of RE to the teaching in other curriculum areas**

#### **6.1 English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the literacy hour have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information, in order to develop their writing ability.

#### **6.2 Personal, social and health education (PSHE) and citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

#### **6.3 Spiritual, moral, social and cultural development**

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help



## **HOLLINS GRUNDY PRIMARY SCHOOL**

them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

### 7 RE and ICT

7.1 ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet and CD-ROMs. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics. Younger children can create storyboards using ICT programs, they can add in speech bubbles and a narrative text. They can also use interactive games and have access animated religious stories. A camera can photograph a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites. An iPad can film drama which takes place linked to religious studies.

### 8 RE and inclusion

8.1 At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching and differentiated planning, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

8.2 We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (e.g. a visit to a Methodist church that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.



## **HOLLINS GRUNDY PRIMARY SCHOOL**

### 9 Assessment

9.1 Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers will assess children's work in RE by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future.

9.2 Assessment, recording and reporting is carried out in accordance with the schools ARR Policy. The end of the Key Stage statements provide broad guidance to teachers as to what they might expect from the average pupil when the material has been covered. They are not detailed statements of attainment but will provide some evidence of progress for teachers used as assessment objectives. Most importantly, assessment is about observing the pupils personal development and nurturing of a sense of religious or spiritual awareness.

9.3 The RE subject leader keeps samples of children's work in a portfolio. This demonstrates evidence and the expected level of achievement in RE in each year of the school.

### 10 Collective Worship

10.1 We meet for an assembly time four times a week. The head teacher delivers three out of four of these assemblies. Two of the assemblies per week follow themes; these cover a wide range of world religions throughout the academic year, as well as SMSC and British Values.

### 11 Monitoring and review

11.1 The planning of the RE curriculum are the responsibility of the RE teachers within Hollins Grundy.

11.2 The role of the subject leader supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject.



## **HOLLINS GRUNDY PRIMARY SCHOOL**

11.3 The quality of teaching and learning in RE is monitored and evaluated by the headteacher and subject leader as part of the school's agreed cycle of monitoring and review.

### 12. Parents Right of Withdrawal

12.1 If a parent asks that a pupil should be wholly or partly excused from attending any R.E at the school, then the school must comply. Members of staff, however, continue to be responsible for the supervision of any child withdrawn by its parent from R.E unless the child is lawfully receiving religious education elsewhere. The children will be given reading, spelling and handwriting practice.

13. This policy will be reviewed every three years or sooner if necessary.

Signed: The Curriculum sub committee - Governors.

Date: June 2015