



Statement

Under the terms of the 1988 Education Reform Act, and the Education Act 1996, an agreed syllabus should:

“reflect the fact that the religious traditions of Great Britain are in the main Christian but must also include teaching from the other principal world religions represented in Great Britain.”

“be non-denominational and must not be designed to convert pupils or urge a particular religion or religious belief on pupils.”
(Durham Agreed Syllabus)

It is particularly important to address the principal world religions to enable all who attend to grow in understanding and to be able to empathise with all people regardless of their ethnic background.

This syllabus must be revised every five years.

At Laurel Avenue Community Primary School we follow the Durham Agreed Syllabus of 2012 (this syllabus is due to be renewed in 2018).

Aims

Through the teaching of Religious Education we aim to ensure our pupils:

- ◆ *acquire and develop knowledge and understanding of Christianity and the major world religions.*
- ◆ *develop an understanding of the influence of beliefs, values and traditions on individuals, community, societies and cultures;*
- ◆ *develop the ability to make reasoned and informed judgments about religious and moral issues, with reference to Laurel Avenue’s choice of principal religions represented in Great Britain.*
- ◆ *enhance their spiritual, moral, social and cultural development by:*
 - *developing awareness of the fundamental questions of life raised by human experience and how religious teaching can relate to them;*
 - *responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience;*
- ◆ *reflect on their own beliefs, values and experiences in the light of their study;*
- ◆ *develop a positive attitude towards other people, respecting their*

right to hold different beliefs from their own and towards living in a society of diverse religions.

Entitlement

In addressing the requirements of the above act it is a requirement that:

- ◆ *all pupils aged 4-11 years attending Laurel Avenue Community Primary School receive instruction in Religious Education.*
- ◆ *Religious Education will be taught continuously throughout a Key Stage and with sufficient curriculum time allocated to cover the Programme of Study.*

The Head Teacher must ensure the provision of Religious Education. At Laurel Avenue Primary School, as an LA maintained school, it is also the responsibility of the governing body and the LA to exercise their functions in securing this provision.

Outcomes

Pupils will have:

- ◆ *Studied religion through an investigation of a religious approach to life which involves learning about religion, exploring living practices, teachings and basic patterns in religion.*
- ◆ *Reflected on religion through consideration of a personal response to religion which involves learning from religion, reflecting on religious ideas, views and perceptions and how they may relate to personal understanding and life experience.*

Pupils will learn through the development of skills, attitudes and concepts.

Concepts are:

Deity /Authority/ Belief /Worship /Commitment

Skills are:

*Investigation and Enquiry/ Interpretation /Expression /Application/ Analysis
Evaluation Synthesis/ Reflection and Response/ Empathy*

Attitudes are:

Open-mindedness /Respect/ Appreciation and wonder

Learning across the Curriculum

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.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, etc. 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.

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.

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 in a variety of ways, for example, by:

- ◆ *setting common tasks which are open-ended and can have a variety of responses;*
- ◆ *grouping the children by ability in the room and setting differentiated tasks for each ability group;*
- ◆ *providing resources of different complexity, adapted to the ability of the child;*
- ◆ *using classroom assistants to support the work of individuals or groups of children.*

RE contributes to many other areas of the curriculum, e.g.

Spiritual, moral, social and cultural (SMSCD)

PSHE

Communication Literacy and Language

Problem solving

ICT

Mathematics

(see the Agreed Syllabus for information in detail)

Special Educational Needs (Inclusion)

We believe that all children at Laurel Avenue Community Primary School should have equal access to R.E. so that they may have the opportunity to progress and demonstrate achievement irrespective of ability of special educational needs.

Principles to develop a more inclusive curriculum are:

- ◆ *setting suitable learning challenges*
- ◆ *responding to the diverse needs of pupils*

- ◆ *overcoming potential barriers to learning and assessment for pupils*

RE makes a significant contribution to inclusion, by:

- ◆ *its focus on promoting respect for all*
- ◆ *challenging stereotypical views and appreciating the differences in others*
- ◆ *enabling pupils to consider the impact of people's beliefs on their own actions and lifestyles*
- ◆ *developing pupils self esteem*

To make inclusion effective the curriculum will be modified and adapted to meet the range of needs of pupils, taking account of the legal requirements.

Equal Opportunities and Accessibility

The teaching of RE will be in accordance with the present policies for Equal Opportunities and Accessibility.

R.E. makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils.

Learning in R.E. should enable pupils to:

- ◆ *respect self and be sensitive to the needs of others*
- ◆ *challenge inequalities and discrimination associated with, for example, race, religion, culture, gender, ability or socio-economic group*

Assessment

In Foundation Stage RE is planned, taught and assessed as part of the "Understanding the World" area of the EYFS.

In Key Stages 1 and 2 RE skills are planned and taught using Chris Quigley's Essentials Curriculum. Pupil's attainment will be assessed using related Depth of Learning materials, which assess pupil's knowledge and skills as basic, advancing or deep in line with expectations for their Key Stage.

Withdrawal from RE

Parents have the right to withdraw their child from RE provided they have given notification to the Head teacher.

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the Reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to

refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. The 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 policy will be reviewed every three years, or in the light of changes to legal requirements.

*Signed: N Dixon
Chair of Learning, Teaching and Achievement Committee*

Date: October 2017

*Signed: Mrs C Lawson
Co-ordinator*

*Reviewed: October 2017
Review Date: October 2020*