



Cranford Primary School  
Berkeley Avenue  
Hounslow  
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# Religious Education Policy

Date: September 2023

Review Date: September 2024 – or sooner if  
changes to curriculum or legislation

## Religious Education Policy

### Legal Requirements

In September 1992 the London Borough Hounslow Agreed Syllabus "Widening Horizons" was introduced and from this date the school was obliged to teach Religious Education according to it. The syllabus has since been revised (2012 – adopted 2013) and the school's scheme of work has been re-written and completed in 2013/2014. Additionally, the school has also implemented the following points from the Education Act 1988:

- an allocation of 1 hour per week made available for the teaching and study of Religious Education
- a clear distinction made between Religious Education and Collective Worship
- parents/carers have the right to withdraw their children from Religious Education
- teachers (including the Headteacher) have the right to withdraw from teaching or participating in Religious Education
- it is the responsibility of the Headteacher to ensure that the requirements of the law are met in relation to Religious Education
- Religious Education in the school will not be distinctive of any one denomination; denominational differences should be taught throughout the school
- Religious Education should reflect the fact that the religious traditions in this community are diverse and that many religions are represented
- although children under statutory school age have no legal entitlement to Religious Education, they will be prepared for the curriculum they are to follow in the rest of the school
- use of the Discovery RE scheme of work

### Statement

***"The aim of Religious Education in the London Borough of Hounslow is to help children and young people to learn about and learn from religious and spiritual insights, beliefs and practices."*** - Widening Horizons

Religious Education shares with other subjects the task of helping children to acquire the skills, knowledge and attitudes for their personal development and their life in society. It also makes a distinctive contribution to the curriculum in directing attention to the religious understanding of life, involving reflection on human existence, exploring religious language and studying a variety of religious traditions. Through Religious Education the children will develop self-awareness, reflective skills, relationships with others and the experience of the natural world.

The whole curriculum contributes towards the moral and spiritual education of children but Religious Education can make a particular contribution. Religious Education can "present opportunities for children to explore beyond their immediate environment to enable them to develop their understanding of experiences at home, at school and in their wider community". - Widening Horizons.

### Aims of the policy

We believe that through Religious Education we will:

- foster the children's spiritual awareness
- foster a reflective approach to life in the context of understanding the experiences, beliefs and practices of humankind
- promote respect for and a sensitivity towards those with beliefs and life stances that are different from one's own
- help the children to understand what it means to hold a religious view of life

- to develop their knowledge of the major world faiths: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and as well as ethical non-theistic traditions such as Humanism.

### **Teaching and Learning**

Intent:
To provide a broad and knowledge-based curriculum that is underpinned by British values and promotes respect for all religious and cultural beliefs.
Implementation:
<ul style="list-style-type: none"> <li>- When planning, RE lessons should make reference to previous and prior learning</li> <li>- Lessons to include open-ended questions which can have a variety of responses</li> <li>- Adaptation of the Discovery RE scheme of work which adopts an enquiry based approach to teaching and learning RE</li> </ul>
Impact:
<ul style="list-style-type: none"> <li>- Children are secure in their knowledge of learned concepts across the school curriculum</li> <li>- Children are able to discuss a range of topics where different viewpoints can be expressed and respected</li> </ul>

### **Planning**

In EYFS and KS1, Religious Education is mainly taught in the context of cross-curricular topics, which generally last for half a term. In KS2, Religious Education is taught as a ‘stand alone’ subject. However, the key factor is to ensure that the time allocated to Religious Education averages out to at least one hour a week spread over the academic year.

A revised scheme of work has been implemented (2022) in line with the updated version of “Widening Horizons” - LBH’s Agreed Syllabus. This aims to offer a broad curriculum - the new syllabus requires children to look at: stories, beliefs and, in particular, a wide range of viewpoints.

In addition to the agreed syllabus, the school has the opportunity and flexibility to adapt from the Discovery RE scheme of work, which focuses on an inquiry-based approach to RE. In instances where all six world religions are not specifically covered across the year, teachers will ensure that comparative links are made within lessons when relevant.

### **Role of School Staff**

- Class teacher — to transfer the medium term plans into daily lesson plans indicating the learning intention activity, resources, strategies for differentiation and key questions for assessment.
- to include handling of artifacts in order to deepen understanding
- to effectively deliver, monitor and assess the plan
- to ensure such assessment feeds straight back into the planning
- to refer to the coordinator for support
- to ensure the learning of vocabulary
- to make connections to previous and prior learning in order to consolidate knowledge of learned concepts

## **Equal Opportunities, Race Equality and Cultural Diversity (UNICEF CRC – Articles- 2, 20, 29,30)**

It is important to ensure that all aspects of Equal Opportunities and Racial Equality are addressed, as Religious Education has a key role to play in preparing pupils to live in our pluralist society. In doing so, we would refer to the following indicators of good practice:

- pupils are encouraged to share with others their own experiences of religious observance or non-observance, but only if willing to do so
- common elements within religious traditions are identified, but without distorting the individual nature of each faith or belief system
- diversity within each faith is recognised and teachers avoid making generalisations such as “Christians believe.....” or “All Hindus.....”
- Christianity and other major faiths are presented in a world context; the teachings, practices and lives of individual faith adherents come from a wide range of ethnic, cultural and national backgrounds
- pupils visit a variety of places of worship and care is taken to ensure that such visits do not reinforce negative attitudes
- members of faith communities visiting the school reflect a diversity of backgrounds
- each faith is taught from the perspective of its own adherents
- pupils are enabled to understand that all belief systems have teachings and stories which promote respect for others and justice for all
- resources and displays feature positive images of each faith community and all its adherents

### **Resources**

There is currently an extensive range of artefacts, posters, music, videos, software, websites and books which have been built up for Religious Education and Collective Worship over recent years. Staff resource books are kept in the RE Resource Cupboard along with resource boxes for each of the major religions. Most of the artefacts are labelled and stored with brief details of their significance and use within the relevant religions.

In the future, it is planned to purchase further resource books and additional artefacts within the limit of the allocated budget. Class teachers are aware they must communicate with the subject co-ordinators when resources are required but cannot be allocated. Discovery Re scheme is adapted to suit the needs of our school community e.g. Early Years have celebration days and encourage children to participate in activities by showing an awareness and respect for other cultures.

### **Health and Safety**

Health and safety issues mainly centre around the use of candles and matches in the classroom. Every care should be taken to ensure their safe use and the safety of the children. However, staff should also be aware of health and safety issues relating to the use and storage of some religious artefacts eg: Sikh kirpan.

### **Parental Involvement**

Parents and other members of the school community can provide an excellent resource for Religious Education. They will often be willing to come and talk to the children perhaps on a particular aspect of their faith, or provide artefacts, or advice.

### **Differentiation and Special Needs**

Religious Education can be a lively, exciting and enjoyable part of the curriculum. Many of the children in the school are very aware of their own faiths and those of others. This can be readily built upon to extend the children and to support them.

To ensure access to the religious education curriculum for all children, teachers will employ a diversity of teaching methods including the use of a range of visual aids, stories, songs, drama and role play. Discussions, both as a whole class and in small groups, wherever possible building on the children's firsthand experience will also be used. Visits to places of worship and visits to school by members of different faith communities will be encouraged.

In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Questioning is adapted based on the needs of the pupils' needs. Lessons plan include references to Unicef's Rights of the child so the children gain an understanding of how to be an effective citizen.

### **Assessment and Record-keeping**

Opportunities for assessing are contained in the scheme of work for each year group. Evidence of this is found in planning folders. Each teacher assesses through observations, questioning and children's work. Photographic evidence of RE related assemblies can also be recorded in the Subject co-ordinator file under 'Observations'.

### **Monitoring and Evaluation**

Religious Education will be monitored by the co-ordinator through the different levels of planning. Co-ordinators will also complete regular book looks and feedback any observations to class teachers so they can improve their implementation of this subject.

Religious Education will be evaluated termly using Target Tracker. Currently, subject co-ordinators are presently making an assessment format to help support teachers when recording a pupil's progress. Any revisions to its organisation or content will be implemented in the new academic year.