



RE Policy

Religious education in Beam County Primary School focuses on developing the learner's sense of identity and belonging. It aims to play a significant role in *helping children to value themselves and their families, the culture to which they belong, the environment and the diversity of society. It promotes within learners respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. Our RE provision aims to ensure that the learners in our care flourish individually within their communities and ultimately prepares them for global citizenship.*

Aims of religious education

- to provide opportunities for all pupils to learn and achieve
- to promote pupils' spiritual, moral, social and cultural development
- To promote well-being of pupils by encouraging them to listen carefully, and understand the needs of others as well as their own and in turn develop greater self-awareness
- to highlight opportunities for learners to realise their own self-worth and respect the value that individuals attribute to their religious beliefs
- to help them make positive and healthy choices
- to build the knowledge, skills and dispositions to search for meaning in life and deepen their understanding of themselves and others
- *to encourage pupils to learn from different religions, beliefs, values and traditions while reflecting on their own beliefs, values and attitudes*
- *to challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith, ethics and to share their ideas*
- *to develop moral awareness and social understanding in a diverse society.*
- to show an interest in religious, ethical and philosophical issues beyond the classroom.
- *It promotes discernment and enables students to combat prejudice.*
- to prepare them for the opportunities, responsibilities and experiences of adult life.

(The non-statutory national framework for RE, p.7, 2004)

Religious Education and spiritual, moral, social and cultural development (SMSC) and well-being

At Beam we recognise that RE has the potential to make a significant contribution to schools' statutory duty to promote well-being of pupils, supporting them in becoming confident individuals and responsible citizens. RE engages the whole person and is particularly relevant to wellbeing. It helps pupils to build the knowledge, skills and dispositions to search for meaning in life and deepen their understanding of themselves and others, distinguish between right and wrong, and help them to deal with challenges and difficulties. Through their study of religions students will realise that the impact of religions and beliefs can be both positive and negative and evaluate both kinds of outcome in order to help them make positive and healthy choices. The study of how religions respond to issues such as conflict and justice, sex and relationships, crime and punishment, prejudice and discrimination can give students insight into the reasons for harmful behaviour and



the impact of beliefs on actions, and provide them with opportunities to reflect on their own responses.

By taking part in activities in RE such as public speaking (P4C), debates, investigating and evaluating beliefs and religious practice, exploring ultimate questions, taking part in role play or responding to reflective experiences, students learn to listen carefully, develop self-awareness and self-esteem and understand the needs of others.

COMMUNITY COHESION

Beam County primary is at the heart of a diverse community. Hence, community cohesion is strongly promoted. Within the school, staff, pupils, parents (Friends of Beam) work together to create a community in which there is a common vision and a sense of belonging, where the diversity of peoples' backgrounds and circumstances is appreciated and valued.

This is achieved by providing a high quality classroom experience of RE enriched by opportunities to meet with representatives from, and make visits to, religious and non-religious groups in the local area.

SCHEMES OF WORK

We plan our religious education curriculum in accordance with the Barking and Dagenham LA Agreed RE Syllabus scheme of work. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

TIME ALLOCATIONS

The school sees Religious Education along with its approach to Collective Worship as a foundational element in its character and ethos. It is given due priority with at least 5% of lesson time allocated to the subject.

Foundation Stage	Key Stage 1	Key Stage 2
Throughout the Early Years RE should be a discernible element of the curriculum	36 hours per year (approximately 50 minutes per week)	45 hours per year (approximately 1hr 15 minutes per week)

RIGHT TO WITHDRAW

The headteacher and the school governors have a responsibility to ensure that parents / carers have information about the right to withdraw their child from all or part of RE. Should such a request apply to a child at Beam an offer to meet and communicate with parents/carers will be made to clarify what happens in RE so that parents are clear about the educational objectives and content of the RE syllabus. In this way, parents can make informed decisions. Although they do not have to give a reasons for withdrawing their child from RE.



ASSESSMENT AND MONITORING

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark work in accordance with the **Feedback and Marking Policy**.

Assessment tasks are completed at the end of each unit of work. Assessing the progress of each child is based on AT1 (learning about religion) and AT2 (learning from religion). These judgements inform further planning, setting new goals for personal development of pupils, and for passing information on to parents and the next teacher at the end of the year.

The level descriptions in the locally agreed syllabus 'Learning for Life' provide the basis to make judgements about pupils' performance at the end of each key stage. In the foundation stage, pupils' attainment is assessed in relation to the early learning goals, (Page 43). The scheme has a section of 'I can Statements'

Evidence of pupils' attainment in RE is gathered from the whole range of learning experiences.

MONITORING AND REVIEW

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education and the spiritual development of our children, for being informed about current developments in the RE, and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the Head teacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

Dated: January 2017

Review: January 2018

Signed:



Collective Worship

Beam's aims of Collective Worship are:

- To provide an opportunity for the children to worship God;
- To provide an opportunity for the children to consider the purpose and meaning of life;
- To enable children to consider spiritual and moral issues;
- To encourage children to participate and respond;
- To develop children's sense of community spirit ;
- To promote a common ethos with shared values and reinforce positive attitudes;
- To provide an opportunity for calm reflection.

We understand worship to be a special act whose purpose is to show reverence to God. Collective Worship involves members of the school community coming together, as a class, key stage or whole school to participate in an act of worship.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of broadly Christian character', we normally base our assemblies on the teachings of Christ and traditions of the Christian church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school. While the majority of acts of worship are Christian, we also hold assemblies that reflect other religious beliefs and traditions that are represented in the school and wider community.

Organisation of Collective Worship

We hold a daily act of worship in our school and this forms part of our assembly held in key stages, or individually within class. It may include music, song, stories, and shared experiences, readings from sacred writings, prayer and reflection.

KS1 have assemblies in Monday, Wednesday and /Friday afternoons. KS2 have assemblies on Tuesday, Thursday and Friday. For the remaining two sessions, a week the class teacher is responsible for providing an opportunity for collective worship.

At the end of every half term, both Key Stage 1 & 2 come together for a special assembly where we celebrate the children's achievements.

We conduct our assemblies in a dignified and respectful way. We tell the children that assembly is a period of calm and reflection. We regard it as a special time and expect the children to behave in an appropriate way. We ask them to be quiet thoughtful, listen carefully to the teachings, and participate fully (where possible) in prayer and hymns. We create an appropriate atmosphere by using music and sometimes candles or other objects as a focal point for the attention of children.

The Head teacher, senior management and other members of staff normally conduct assemblies, however local clergy or other representative of local religious groups conduct them as well. We do, on occasions, have representatives from charities or organisations lead assemblies.



We take our themes for most assemblies from the Christian faith and we often reflect on the festivals and events of the Christian Calendar. Those taking assemblies plan in advance ensuring that important themes are covered without repetition. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the curriculum. Further opportunities for children to experience awe and wonder are provided in curriculum areas such as RE, Literacy, Art, Science, PSHE and Music.

Our assemblies reflect the achievements and learning of the children. We encourage the children to partake in assemblies by showing their work to other children and raising issues that they have discussed in their classes. Assemblies are an opportunity to acknowledge and reward children for their achievements both in and out of school. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements recognised.

On special occasions, parents are invited to attend assemblies and this promotes a sense of community spirit and is a demonstration of how home and school together support the achievements of our children. We also have assemblies such as Harvest, where parents, friends and the wider community are invited to join us. Our Governor's attendance is welcomed.

RIGHT OF WITHDRAWAL

We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for their choice, in accordance with the 1988 Education Reform Act. The head teacher has a record of the children who withdraw from collective worship.

MONITORING AND REVIEW

The RE subject leader is responsible for monitoring which occurs informally through staff discussion, with feedback from parents, visitors and the School Council.

This policy will be reviewed annually by the RE subject leader and whole staff, in the light of regular monitoring of the Learning through teaching taking place in the school.

Dated:

Review:

Signed: