



## **BALFOUR JUNIOR ACADEMY**

### **RELIGIOUS EDUCATION (R.E) POLICY**

#### **INTRODUCTION**

The RE curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. Our school RE curriculum is based on the Medway Local Authority's (LA) Agreed Syllabus. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain.

The staff and pupils at Balfour Junior Academy originate from many nationalities, cultures and faiths. We believe that R.E provides opportunities to celebrate and promote awareness of the rich diversity that exists within both our school and the wider world and challenge stereotypes through the range of religions that are taught in the school. The school aims to help children learn not only *about* religions, but as well as *from* religions.

The aim of this policy document is to provide the rationale for the teaching of R.E within the school, along with guidance for the planning, teaching and assessment of R.E within the framework set by the Medway Agreed Syllabus.

#### **AIMS AND OBJECTIVES**

***The principal aim of RE is to enable pupils to acquire a knowledge and understanding of different religious and other worldviews along with the skills to appreciate and evaluate the varied worldviews and responses to ultimate questions, so as to be better able to develop and express their own informed worldview.***

RE thus seeks to achieve a number of basic aims. These involve, over time:

1. Acquiring and developing a knowledge and understanding of different worldviews (beliefs, practices and lifestyles), including a number of major world religions, especially Christianity
2. Gaining an understanding and appreciation of ultimate (fundamental, deep or big) questions
3. Acquiring and deploying the skills to evaluate the varied worldviews encountered and the different responses to the ultimate questions encountered which human life poses.
4. Pupils becoming better able to clarify and develop their own informed worldviews and to express their own views on the matters and issues encountered.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

### **TIME ALLOCATION**

R.E is to be taught for 45 hours per school year, a suggested minimum of an hour each week. Some teaching may be through other subjects and may be taught in 'blocks' that equate to the equivalent amount of hours expected.

### **PLANNING**

The areas of study at Balfour Junior Academy are designed so that pupils develop knowledge and understanding of the principal religions in Great Britain with Christianity taught across all four year groups. This ensures consistency and continuity in terms of content and coverage and means children can build on their knowledge learnt in previous years.

Guidance for planning is taken from 'Plan Bee' and the guidelines are informed by the Medway Standing Advisory Council for Religious Education (SACRE). Together with Christianity, Children also look at one other of the main world religions during each year at Balfour which allows them to see the similarities within the major religions and make connections.

Planning is based on two attainment targets:

AT1 Learning **about** religion

AT2 Learning **from** religion

#### **AT1 Learning about Religion**

- identify, name, describe and give an account, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

#### **AT2 Learning from Religion**

- respond to religious and moral issues in an informed and considered manner;
- reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- identify and respond to the question of meaning within religion.

## TOPIC OVERVIEW

<b>Year 3</b>	Autumn Term	<ul style="list-style-type: none"> <li>• Signs and symbols</li> <li>• Christianity: Worship and ceremony- Christmas</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>• Christianity: Origins and beliefs - Special people – Jesus</li> <li>• Christianity : Worship and ceremony - Easter</li> </ul>
	Summer Term	<ul style="list-style-type: none"> <li>• Identity and belonging</li> <li>• Hinduism</li> </ul>
<b>Year 4</b>	Autumn Term	<ul style="list-style-type: none"> <li>• Christianity: The Christian community, special places (Church)</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>• Islam: Origins, beliefs, Authorities and Worship</li> </ul>
	Summer Term	<ul style="list-style-type: none"> <li>• Islam: Worship ceremony and community</li> </ul>
<b>Year 5</b>	Autumn Term	<ul style="list-style-type: none"> <li>• Christianity: Christian authorities and the Bible</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>• Sikhism: Origins, beliefs, Authorities and Worship</li> <li>• Sikhism: Worship, ceremony and community</li> </ul>
	Summer Term	<ul style="list-style-type: none"> <li>• Beliefs in our community</li> </ul>
<b>Year 6</b>	Autumn Term	<ul style="list-style-type: none"> <li>• Judaism: Origins, beliefs, Authorities and Worship</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>• Judaism: Worship, ceremony and community</li> </ul>
	Summer Term	<ul style="list-style-type: none"> <li>• Christianity : Journeys</li> </ul>

## **TEACHING AND LEARNING APPROACHES**

The effective delivery of the R.E curriculum will incorporate a variety of teaching and learning strategies. Children may be taught through class and small group discussions, drama, art and craft, books, films and I.C.T, as well as visits to places of worship. Care will be taken to select a range of activities and resources in order to cater for the age and ability range of pupils, including those with special educational need, those for whom English is an additional language and those with different learning styles. Pupils will be encouraged to record information and ideas in a variety of different ways.

## **RESOURCES**

Teachers cannot be expected to have an in-depth knowledge of religions and cultures with which they are unfamiliar. Therefore it is essential that the school has a variety of resources to support the teaching and learning of R.E.

A collection of books is kept in a central resource area. These provide a range of ideas for teaching and learning and include stories from different cultures, reference books about the main religions and several different Bibles. In addition, there are DVDs, videos and posters.

Artefacts are also an essential resource in the teaching of R.E as they can bring aspects of a faith alive. A variety of artefacts from each of the four main religions is kept in boxes within the year group which has that religion as its main focus.

Human resources in the form of visitors from other faiths and cultural backgrounds may also be used to add interest to teaching and learning.

## **ASSESSMENT**

Assessment cannot be made of a pupil's religious commitment or level of spiritual development, but assessment can be made of pupils' growth in knowledge, understanding and the acquisition of skills. These skills are informed by the expectations and aims agreed by the Medway SACRE and teachers are expected to highlight the pupils who are exceeding, meeting or starting to achieve these principal aims. Teachers informally assess pupils in lessons through questioning, discussion and marking. Children are set questions to extend their learning after a lesson and are encouraged to respond to these.

## **EQUALITY AND INCLUSION**

Although parents have the right to withdraw their children from R.E lessons (N.C Handbook, 1999), it is expected that the majority of pupils will participate in learning about different faiths and beliefs. It is important that the teaching of R.E is inclusive, that teachers value the contributions made by **all** pupils and that no pupil feels discriminated against because of cultural, ethnic or gender differences, or any views that may be expressed.

At Balfour Junior Academy, we recognise that children need varying amounts of support and activities will be modified to take account of individual needs and abilities, so that every child may achieve success.

## **EXCLUSION**

Teachers have the right not to teach R.E and their refusal cannot be used to discriminate against them. (DFES Circular 1/94, 141 and 142).

## **LEADERSHIP AND MANAGEMENT**

The RE subject leader manages this area of the curriculum in line with our job description for subject leaders.

There is a yearly staff meeting on RE, led by the subject leader; where areas for development are discussed. This policy is reviewed at that meeting to ensure it still represents the values and practice of the school.