



Hillocks Primary and Nursery School

Policy for Religious Education

At Hillocks we are fortunate to have families who come from a variety of faith backgrounds. Currently we have pupils who identify as Christian, Hindu, Sikh, Moslem and Jehovah's Witness.

The Aim of Religious Education

The aim of Religious Education is that:

'Religious Education will support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.'

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values and philosophy of the school. The school's philosophy and aims can be seen in a separate policy.

The Spiritual Moral, Social and Cultural Development of Children

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Although schools are not specifically required to promote the social development of pupils, it is very much a feature of the life and work of pupils.

At Hillocks school, Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children.

The Implementation of the Agreed Syllabus of Religious Education

At Hillocks School it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, and following a survey and discussion with the teaching staff and governors, the following religions have been selected for study.

- Christianity

- Islam
- Judaism
- Hinduism
- Sikhism.

The Approach to Religious Education

At Hillocks school the teaching of Religious Education according to the Agreed Syllabus is approached with the following principles in mind.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value and celebrate the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links which are and can be made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children. The syllabus is implemented in school by means of a highly sensory approach, where children may look at and handle religious artefacts, hear religious music and respond to speakers and visitors of different faiths.

The Content of the Religious Education Programme

The content of the Religious Education programme at Hillocks draws on the Agreed Syllabus and takes account of the Pupils' needs in RE identified in the Agreed Syllabus.

Time Allocation

The time allocated to Religious Education follows the recommendations in the Agreed Syllabus document;

Key Stage 1 - 36 hours of tuition per year

Key Stage 2 - 45 hours of tuition per year

As a result of the way in which the curriculum is organised at each Key Stage and in each Year Group, the amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up into smaller sessions. However, over the whole year class teachers endeavour to ensure that all children have equal access to the required amount of Religious Education curriculum time. In addition, during Cultural Week children experience visits to places of worship and are given an opportunity to listen to and to question visitors of different faiths.

Curriculum and School Organisation

The Nottinghamshire Agreed Syllabus for Religious Education together with our scheme of work, outline how Religious Education can be planned and taught in each Key Stage.

Learning in Religious Education may be by means of direct teaching to the class or small groups. It may be through the provision of direct hands-on experience with RE resources, such as photographs or artefacts; by teacher-prepared materials such as worksheets; through stories, poetry, drama; through visits to faith communities and by inviting in speakers from those communities.

We have strong links with a local church. Regular visits are made to celebrate special occasions and during 'time travelling' week. Ministers from the church visit on a regular basis to lead assemblies.

A range of reference materials for Religious Education are available – no one resource alone is used. A list of the principal resources currently available can be seen in Appendix 2.

Pictorial material, such as poster and picture packs are a valuable resource for Religious Education.

Certain resources for Information Technology may be useful for work in Religious Education such as word-processing programmes. A list of useful websites is included in Appendix 2

Visitors from a range of faith communities may be invited into school to work with the children. Establishing links with local faith communities is therefore useful.

Links with other Subjects

Religious Education has links with other areas of the curriculum including English, History and Art. It is also linked to the way in which the school organises its Collective Worship. Collective Worship is provided according to Nottinghamshire LEA guidelines and while it is seen as being distinct from Religious Education, there are certain links, which can be identified. For example, during the variety of forms of collective worship there will be time given for the members of the school community to reflect; there will be opportunities for spiritual development, a particular Religious Education theme may be developed; class teachers may use their year-group theme as part of their weekly classroom assembly, or as the focus of their annual class assembly; the overall framework for Religious Education may be used in planning collective worship for the whole school; and visitors from one of the religions being studied may take part or be involved in a whole school assembly.

Religious Education also provides opportunities for teaching the following cross-curricular dimensions – Equal Opportunities, Personal and Social Education and Education for Ethnic Diversity.

Teaching Religious Education

At Hillocks School, individual class teachers teach Religious Education. However, the right of any member of staff to withdraw from the teaching of Religious Education is recognised and respected.

Class teachers are responsible for their own class organisation and teaching style in relation to Religious Education, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

Within any one class, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation will be determined by the learning task or activity and the resources being used.

Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. This is clearly stated in the School Brochure. If a parent chooses to withdraw their child from Religious Education

then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher in consultation with the Headteacher.

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