



Melcombe Primary School Religious Education Policy

Reviewed by: Liberty Sandeman

Date adopted: 17th November 2017

Signed D Charman.....

Date 17-11-17.....

Dennis Charman
Chair of the Governing Board

Date for Review: 17th November 2020

Legal Requirements

Religious Education at Melcombe Primary School is provided in line with and meets statutory requirements, which are that: The curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school. The religious education programme must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain the religious education provided shall be in accordance with the locally agreed syllabus for Hammersmith and Fulham.

Aims of Religious Education

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE are:

- To enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences
- To develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Hammersmith and Fulham and Great Britain
- To affirm each pupil in her/his own family tradition, religious or non-faith, and through that to promote awareness, respect and sensitivity for the traditions of other people.
- To provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development.

- To support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live to enable pupils to develop an awareness and respect of the multi-faith community they are part of.

School Context

At Melcombe Primary School we are a multi faith school with a large percentage of children who follow the Islamic faith. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme. We are pleased to have the support of members of all local faith communities; we enjoy good relationships with them and encourage them to make positive contributions to the school and RE when appropriate.

We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular. We affirm the equality of importance of the twin aims of RE as expressed in the agreed syllabus and teach to these in a balanced way, ensuring that the 'affective' dimension of RE is addressed.

School specific information

At Melcombe Primary School the subject leader is responsible for leading, managing and monitoring all aspects of the subject to secure high standards of attainment and achievement in RE.

The subject leader is also responsible for supporting all colleagues who teach RE, for example, through provision of advice and guidance on teaching and learning strategies. S/he also has oversight of their continuing professional development, particularly with regard to the acquisition of the necessary subject knowledge and understanding to teach the subject effectively.

A detailed scheme of work, based on the agreed syllabus and supplemented by the Living Difference LBHF Guidance (September 2014), is available for teachers and for scrutiny by interested parties.

Time allocation follows the recommendations of the Agreed Syllabus which recommends a minimum of 36 hours for Key Stage 1 and 45 hours at Key Stage 2. Our policy and practice is to use a breadth and variety of teaching and learning styles in RE to engage pupils positively and actively with the subject content. Thus we aim to increase the use of, for example, art, drama, ICT, speaking and listening activities, audio- visual materials, posters, photographs, display work and visitors/visits to/from faith communities. RE is expected to comply with the whole school policy on teaching and learning and to contribute to cross-curricular work in an appropriate way.

The agreed syllabus provides descriptions of levels of attainment which are used to assess pupils' standards and monitor their progress. We report on pupils' progress and attainment in RE to parents at the end of each year and key stage as required by law and reporting is based on these level descriptors. We undertake to make individual and accurate comments on each pupil's progress in RE to parents, based on regular monitoring of work using the level descriptors within the Agreed Syllabus. Information of this nature will transfer with pupils to their new school(s) when they leave.

Portfolios of pupils' work, designed to help teachers make judgements about achievement, attainment and progress over time are available for interested parties. Teachers add to the portfolio examples of assessments and pupils' work which show clear evidence of progress and achievement. This approach supports exemplification of standards in RE and clarifies our understanding of what makes for quality learning in the subject.

Resources are generally kept in the PPA room and are organised by religion. We have a wide variety of artefacts relating to all religions taught including sacred texts. There are sets of books relating to faith and practice in Christianity, Judaism, Islam and Sikhism and 'big' books (kept in library/PPA room).

We intend that this policy will operate for the next three years when it will be subject to a full review led by the subject leader and involving the headteacher, teaching staff and governors, to ensure that the policy is embedded in practice. The subject leader has the responsibility of monitoring and evaluating the subject and to support this process teachers are asked to return an appropriate pro forma based on their own work in RE to the subject leader each term. Collection of this information enables the subject leader to identify particular issues related to teaching and learning for feedback and the continuing professional development needs of teachers. A meeting, led by the subject leader to discuss provision, standards and strategies for improvement is held yearly.

Withdrawal

We acknowledge the rights of parents to withdraw their child(ren) from RE the subject if there is a celebration (this does not include learning about religions). We aim to provide an open and inclusive curriculum which can be taught to all pupils, by all teachers. We do not, therefore, anticipate any requests for withdrawal. We do, however, have a procedure in place to deal with any questions or concerns from parents about RE or withdrawals which, should in the first instance, be raised with the subject leader, then referred to the headteacher. (There are no pupils withdrawn from RE at present).

Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed by Mr Leeming in order to ensure that it does not have an adverse effect on race, gender or disability equality.