

# Downs Way School Religious Education Policy

## Statement about Downs Way School (4-7)

The children in the school are largely Christian, although some are non-practising. We have only a small percentage of non-Christian faiths. Each of the teachers has the professional role as an educator and as such is not required to hold any particular religious beliefs. Personal views may be expressed if the occasion arises, but should not exert pressure on the child's quest to discover and evaluate.

The school follows the Guidelines laid down within the Surrey Agreed Syllabus. The Agreed Syllabus recommends that 5% of curriculum time should be devoted to R.E. This coincides with Sir Ron Dearing's assumptions that at Key Stage 1, RE should receive 36 hours per year which we feel we cover adequately through implicit and explicit religious experiences.

Parents have the right to withdraw their child from receiving RE. The school works in close partnership with parents enabling all children to receive Religious Education from within the curriculum delivered through the current Surrey Agreed Syllabus.

## Aims and Objectives

"Religious Education in schools should seek: to develop pupils' knowledge, understanding and awareness of Christianity, as the predominant religion in Great Britain, and the other principle religions represented in the country; to encourage respect for those holding different beliefs; and to promote pupils' spiritual, moral, cultural and mental development." (Circular 1/94.)

The aims within the current Surrey Agreed Syllabus are:

- To understand the distinctive nature of religion and the contribution of religious and spiritual insights to mankind's search for meaning in life.
- To know, understand and respect the traditions and beliefs of Christianity and their significance for our culture and moral values.
- To know, understand and respect the major aspects of other world faiths and their religious practises.
- To develop an understanding of the contribution of religion to morality and to personal and social relationships and responsibilities.

During the Foundation stage and Key Stage 1, our aim is to be setting the foundations for the above. For example, we encourage respect for each other.

We aim to look at religion from two angles:

Learning **about** Religion and Learning **from** Religion. (See Appendix.)

## **Learning About Religion**

We aim that by the end of Key Stage 1 the children should all have acquired and developed knowledge and understanding of Christianity and at least one other principle religion. This can be achieved through:

- Listening to stories from religious traditions
- Encountering the names of some of the important places, people and objects for the religions studied.
- Observing, and where possible, meeting people who belong to religions being studied.
- Having experience of looking for examples of religions around the world.

## **Learning from Religion**

Here the children are encouraged to relate what they learn about religion to other areas of the curriculum. For example:

- We aim to make every child feel that they, and others, are valued members of the community, as well as making them aware of the beliefs of others.
- We aim to help the children feel comfortable about their own religion and cultural backgrounds.
- We aim to develop positive attitudes towards people and their right to hold different beliefs.

We aim to enhance their own spiritual and moral development by discussing emotions, and differences between right and wrong.

## **The Teaching of Religious Education**

RE is taught using the Surrey Agreed Syllabus - this gives detailed guidance on what should be taught in The Foundation Stage as well as Key Stage 1

We teach using the following approaches:

- As part of a broadly based cross - curricular topic
- By following the main festivals within the Christian calendar (e.g. Christmas)
- By looking at a specifically religious topic (e.g. Churches)
- As an independent RE session for a special purpose (e.g. bullying)
- As a combination of the above

When we plan for our topics we have to consider the following:

- Whether pupils have enough opportunities to explore religion at first hand, such as visiting local churches, receiving visitors to the school from various faiths, handling religious artefacts, handling and reading sacred writings whenever possible, participating in festivals if appropriate.

- Whether pupils are given the chance to reflect upon their own experiences and to share them in a variety of ways, such as through discussion, art movement and music.

### **Resources**

- The reference library has a good range of multi-faith RE books.
- An RE fiction shelf is continually being added to.
- RE artefacts have been accumulated and categorized.
- Electronic resources such as Espresso are used effectively.

### **Assessment and Progression**

We follow the Surrey Agreed Syllabus of attainment targets and programmes of study. This ensures progression from Reception to Year 2. Regular tracking of work each term ensures children are on target.

### **Special Needs**

We aim to cater for children with special needs by giving differential tasks and by applying a variety of teaching and learning styles. We must be aware of the need to challenge each individual child within the parameters of their specific needs. (See Special Needs Policy).

### **Collective Worship**

Assemblies are held daily. Collective worship enhances the ethos of the school and makes a fundamental contribution to children's spiritual and moral development. It provides us with the opportunity to:

- Highlight aspects of our shared human experience
- Increase an awareness of religious festivals and stories
- Share with a particular class (once a term) their work and achievements
- Distribute awards
- Join together to sing as a school

All children and staff have the right to withdraw from Collective Worship although we encourage the collective aspect of gathering and emphasize the value of sharing experiences, practices and beliefs, and exploring the world in which we live together.

Reviewed Spring Term 2014

Review Spring Term 2015

	LEARNING ABOUT RELIGION (Knowledge)	LEARNING FROM RELIGION (Explore, reflect on and respond to beliefs, values and experiences)
<b>Reception</b>	<p>Based on themselves. Celebrate major Christian festivals learning about the stories e.g. Christmas, Easter</p>	<p>Pupils respond to examples of good and bad behaviour and characters around them and in stories. (See PHSE Policy) Based mainly on their experiences. Encourage awareness that some things are right and some are wrong.</p>
<b>Key Stage 1</b>	<p><b>Christianity</b></p> <p><u>Beliefs</u></p> <ul style="list-style-type: none"> <li>• God - the creator loves all people</li> <li>• Jesus - a special person, son of God</li> </ul> <p><u>Objects</u></p> <ul style="list-style-type: none"> <li>• Bible - a special book</li> <li>• Christians learn about God</li> <li>• Explore Jesus through Christmas cards/stories/artefacts</li> <li>• Act out stories e.g. Jesus and Zaccheus</li> </ul> <p><u>Places</u></p> <ul style="list-style-type: none"> <li>• A church - altar, lectern, pulpit, font, colours, windows</li> </ul> <p><u>Symbols</u></p> <ul style="list-style-type: none"> <li>• Cross, dove, fish, vestment</li> </ul> <p><u>Services</u></p> <ul style="list-style-type: none"> <li>• Bible readings, singing, praying, preaching</li> <li>• Make up own prayers, learn songs together, look at stained glass windows</li> </ul> <p><u>Festivals</u></p> <ul style="list-style-type: none"> <li>• <b>Christmas</b> - Jesus' birthday - symbols of - light, crib, star, gifts</li> <li>• <b>Easter</b> - Jesus' death and resurrection - symbols of - eggs, hot cross buns, the cross</li> <li>• Sunday is a special day. Find out what children do at church.</li> </ul> <p><u>Home life</u></p> <ul style="list-style-type: none"> <li>• Family life encourages honesty, care and respect for each other</li> <li>• Christians often pray at home before a meal</li> <li>• Homes may contain symbols e.g. crucifix, fish, statues</li> </ul>	<p>Pupils respond to spiritual aspects of stories, people, objects, symbols, places, festivals and celebrations.</p> <p>Share feelings of awe/mystery All should care for each other in school People special to them Look at books special to them / share them Talk about special buildings and places Talk about their visits to church e.g. weddings, baptisms Explore colours and moods</p> <p>How do they celebrate their birthdays? Talk about babies they know being born Talk about what they do on Sundays Talk about what it means to be honest and respectful Talk about the importance of saying "Thank you" Make a class prayer to say before a meal</p>

	<p><b>Judaism</b></p> <p><u>Beliefs</u></p> <ul style="list-style-type: none"> <li>• One God created the world and cares for all people</li> </ul> <p><u>Objects</u></p> <ul style="list-style-type: none"> <li>• Torah - a special book in the form of a scroll - Hebrew. Read right to left</li> <li>• Five books of Moses</li> <li>• God's laws for Moses which people should learn and live by</li> </ul> <p><u>Places</u></p> <ul style="list-style-type: none"> <li>• Synagogue - to study and worship. Make a visit if possible.</li> </ul> <p><u>Symbols</u></p> <ul style="list-style-type: none"> <li>• Star of David</li> </ul> <p><u>Stories</u></p> <ul style="list-style-type: none"> <li>• Hannukah - Passover. Eid</li> </ul> <p><u>Special Day</u></p> <ul style="list-style-type: none"> <li>• Shabbat. Friday sunset to Saturday p.m. Friday night meal. Make Challah loaf. Make a spice box or Havdalah candle. Act out the Shabbat meal. Light the Hanukiah.</li> </ul>	<p>Respond to the beauty of the natural world</p> <p>Share a special book</p> <p>Explore characters in key stories</p> <p>Talk about right and wrong</p> <p>Discuss following rules</p> <p>Talk to Jewish people about their beliefs</p> <p>Discuss places special to them</p> <p>Discuss groups that they belong to</p> <p>Talk about the importance of light</p> <p>Talk about objects that are special to them</p> <p>Talk about sharing special meals with friends and family</p>
	<p><b>Islam</b></p> <p><u>Beliefs</u></p> <ul style="list-style-type: none"> <li>• There is one God. Allah is the name for God the creator.</li> </ul> <p><u>Objects</u></p> <ul style="list-style-type: none"> <li>• Qur'an - a special book for Muslims.</li> <li>• In Arabic - words of Allah to Mohammed ("Praise be unto Him")</li> <li>• Look at Qur'an - Treated with respect. In which direction is it read?</li> </ul> <p><u>People</u></p> <ul style="list-style-type: none"> <li>• The prophet Mohammed ("Praise be unto Him") - messenger of Allah</li> </ul> <p><u>Places</u></p> <ul style="list-style-type: none"> <li>• Mosque - children go to learn about the Qur'an.</li> </ul> <p><u>Symbols</u></p> <ul style="list-style-type: none"> <li>• The star and crescent. Use of pattern and not images in a Mosque.</li> </ul>	<p>Look at the differences between the natural and manmade world</p> <p>Why are books important and how we can look after them</p> <p>Some stories have meanings which are important lessons for life</p> <p>Explore patterns in everyday life</p> <p>Why do people pray?</p> <p>Discuss cleanliness as Muslims wash before prayer</p> <p>Discuss Islamic special times</p> <p>Talk about things they are thankful for. How do they show their gratitude/How is respect shown and what does it mean to be honest?</p>

	<p><u>Special Day</u></p> <ul style="list-style-type: none"><li>• Friday is a significant day for prayer. Salah is the Islamic word for prayer</li><li>• Ramadan and Eid ul Fitr are the most important festivals</li><li>• Look at Muslims preparation for prayer</li><li>• How do Muslims celebrate their festivals?</li><li>• Salah - respect for each other, parents, elders and children</li><li>• Talk about a Muslim home or family</li></ul>	
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