



Sir John Lillie Primary School

Religious Education Policy

INTRODUCTION

This document outlines the Sir John Lillie Primary School ("SJL") Religious Education Policy. It details how Religious Education ("RE") is promoted throughout SJL, in both the curriculum and other aspects of school life. This policy is reviewed on an annual basis or as circumstances require.

SJL is a multi-faith and multi-cultural community and within the RE syllabus we aim to reflect this. We will be sensitive to children of all faiths and to children whose families are non-theistic. The teaching of RE at SJL seeks to develop a child's knowledge, tolerance and respect for all members of the community. It is inclusive and seeks to ensure that children of all ages and abilities are enabled to fully access the syllabus and fully contribute. Thus, developing pupil's spiritual, moral, social and cultural (SMSC) understanding, as well as the British Value of mutual respect of others and tolerance of those with different beliefs or faiths.

Using a concept-based approach, we meet the requirements of the London Borough of Hammersmith and Fulham Agreed Syllabus for RE using Discovery RE planning scheme. Each year group studies a range of religions and worldviews, which allows them to appreciate the diversity that exists and develop an understanding of similarities and differences between them.

Children learn about RE through a range of experiences: visits to local places of worship, exploration of physical and textual sources, research and discussion. Through their investigation, children develop an increasing understanding of their own and others' ideas, which helps them respect and value our school's diverse community.

AIMS

At SJL, we believe pupils should be taught RE in order to help them to:

- acquire and develop knowledge and understanding of the principal religions represented in the community
- develop a positive attitude towards other people, regardless of their gender, race or religion
- develop the skills to live harmoniously in a diverse society
- respect the rights of people who have different beliefs of their own
- develop the ability to make reasoned and informed judgments about religions and moral issues
- have a positive self-image
- embody core British Values mutual respect and tolerance of those with a differing faith or belief.

LEGAL REQUIREMENTS

The Education Reform Act (1988) requires that RE should be taught:

- to all pupils in full time education except for those withdrawn at the request of their parent
- as part of the curriculum, and should promote the 'spiritual, moral, cultural, mental and physical development of pupils.
- as an agreed syllabus which reflects the fact that the religious traditions of Great Britain are, in the main, Christian, while taking into account the teachings and practices of other principal religions represented in Great Britain.

The education Act (1944) requires that an agreed syllabus 'must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.'

THE AGREED SYLLABUS

SJL meets the requirements of the London Borough of Hammersmith and Fulham (LBHF) agreed syllabus using the Discovery Re Planning Scheme.

LBHF agreed syllabus has been written with the expectation that schools allocate the following amount of time:

KS1 – 36 hours per year

KS2 – 45 hours per year

ROLES AND RESPONSIBILITIES:

There are a number of people responsible for the teaching of RE in SJL. These are the curriculum co- coordinators, the teaching staff, the Senior Leadership Team, the Headteacher and the Governing Body.

ATTAINMENT AND ASSESSMENT

Foundation Stage

There is a legal obligation to deliver RE to Reception class children according to the Locally Agreed Syllabus. Where possible, links need to be made between RE and other areas of learning as children work towards the early learning goals.

Key Stage 1 and 2

There is one attainment target^[1] "Interpreting religious and non-religious worldviews in relation to human experience".

Children's progress in Key Stages 1 and 2 will be measured against the statements and levels in the LBHF agreed syllabus.

WITHDRAWAL FROM RELIGIOUS EDUCATION

All children will take part in RE and collective worship. However, in accordance with Education Reform Act 1988 s9(3), parents or carers have the right to withdraw their child from either or both. Should they wish to exercise this right, parents/carers are asked to complete the form, obtainable for the school stating their wishes.

For reasons of clarity and to prevent any misunderstanding they will also be asked to specify exactly details including:

- the religious issues about which the parent/carer would object their child being taught.
- The practical implications of withdrawal
- the circumstances in which it would be reasonable to accommodate parent/carers' wishes.
- if a parent/carer will require any advanced notice of such issue in the future and if so, how much.

Children who are withdrawn will be supervised in a parallel class where possible and will join in with the activities of that class.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

Equal Opportunities

We provide equal opportunities to all our children, regardless of gender, race or disability. Visit for more information on equal opportunities and special education needs, please refer to SJL's "Equal Opportunities" and "Special Education Needs" policies.

VISITS

Visits to place of worship are of great value. They afford the opportunity to:

- investigate different places of worship.
- meet people at worship and interview them.
- experience different spiritual feelings via the senses.
- observe methods of worship.
- listen to the words and music involved in worship.

During their school career children will have the opportunity to visit a variety of different places of worship.

RESOURCES

We aim to ensure that there are sufficient resources available for all RE teaching units in the school. Resources are kept either in individual classrooms or in the shared resource area in the PPA room. It is the role of the curriculum co-coordinators to liaise with each year group to ensure that there are sufficient resources available and source new ones from the annual RE budget.

Resources available include; artefacts, posters videos and reference books. All resources should be returned to the shared resource area when they are no longer needed. The coordinator advises staff of any online resources that are useful.

Every effort is made to ensure that RE activities and investigations are equally interesting for all pupils regardless, of gender, race or disability. Children with special needs are involved in all work, planned at an appropriate level, which will help each child to reach their full potential. Teachers' weekly plans show how the activities have been adapted or extended for children of different abilities. For more information on equal opportunities and special education needs, please refer to SJL's "Equal Opportunities" and "Special Education Needs" policies.