



Parkfield Community School's

RE Policy





RE at Parkfield

Religious Education is taught primarily as an overt subject. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils.

Religious Education is a compulsory subject and forms part of the national curriculum.

Children at Parkfield currently follow Parkfield's scheme for RE. This reflects elements from the Birmingham's agreed syllabus for RE. As part of this scheme, each year group annually visits (at least one) place of worship. These visits reflect a range of religions. We believe that these visits are very important in helping children to understand and respect the different beliefs and worship practices of different groups represented in modern day multi-cultural Britain.

Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing Body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time.

School Context

Religious representation at Parkfield Community School is currently (September 2015):

Muslim 97.6%

Christian 1.4%

Other religion 0.3%

No religion 0.3%

Refused to specify 0.4%

RE is taught, as in other curriculum areas, by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community. The background of the vast majority of our children is Muslim. Most children start school though with little or no experience of other religions.

Aims of the RE Curriculum

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the significance of religious artifacts, festivals and traditions and the importance that it plays in many people's lives. The overall aims are that all children:

- form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people's faiths (especially when these are different to those of the children);



- enjoy learning about different religions because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes;
- develop a sense of awe and wonder about the world around them;
- understand some of the impacts of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past;
- are supported to develop their personal and spiritual development by encouraging self awareness and self respect;
- develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own;
- develop further their cross-curricular skills through these lessons, especially their reading, writing and maths skills.

Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, sexual orientation, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

(Please see the Equality Policy)

Health, Safety and Well-Being

Visits to places of worship and other RE related venues are viewed as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment.

Staff will ensure that the context of the learning that will take place during the visit, will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith. They will also ensure that these visits do not challenge the school's ethos, the 2010 Equalities Act or are used to promote extremist views or ideology.

Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship, staff must ensure that they do all they can to assure parents and encourage pupil participation.

If a parent wishes to withdraw a child from a visit to place of worship, then they must make an appointment with the headteacher to discuss their issues. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from this educational visit. The Governing Body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time.

Timetabling for RE

The children in the EYFS are taught RE through the area of Knowledge and Understanding of The World.

Time for RE is blocked within the curriculum. This is taught directly during the second half term of each term.



In KS1 and KS2 RE is mostly delivered through discrete lessons or as part of a focus day or period of time e.g. Eid, Christmas and Easter.

(Collective Worship is separate to the teaching of RE, though strands of Collective Worship may be used to enhance the RE curriculum. See the Collective Worship Policy)

Teaching and Learning

A variety of teaching methods should be used to teach RE, such as role play/drama, stories and music. Visitors to school or staff members reflecting a specific religion should also be encouraged to speak to children to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths (See Parkfield's No Platform Policy).

EYFS and KS1 forms the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around 'special times', people, places and objects/symbols. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

In KS2, similar opportunities should be offered and children should be encouraged to openly discuss their understanding, opinions and attitudes about religion.

It is likely that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, 'I go to mosque on Fridays' to, 'Muslims often go to mosques on Fridays'.

Planning for RE

RE should be planned using the Parkfield medium term plans for RE. The end outcome for these lessons may be adapted to more accurately meet the needs and interests of the children within year groups and classes, however the objectives covered should be broadly the same. This has two main attainment targets:

- **Learning about religion**
This includes enquiry into, and investigation of the nature of religion, the range of beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Through this, the pupils should develop an understanding of ethical issues and an understanding of individual religions and how they relate to each other. Pupils should also develop an understanding of the nature and characteristics of religions.
- **Learning from religion**
This focuses on developing pupils' reflection on and in response to their own and other's experiences in the light of their learning about religion. Pupils should develop the skills of application, interpretation and evaluation of what they have learned about religions. Pupils should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

Assessment



As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

Teachers should therefore, assess what pupils know about religions, what their attitudes are to religions and how well they are able to express their own views and feelings towards other religions. Assessments should be made regularly against the statements on OTrack. The children's achievements along with any areas for development within this subject will also be formally reported to parents as part of the child's end of year report.

Home-Learning

As the home may be the greatest source of a child's knowledge and understanding of RE, it is appropriate to set home-learning tasks related to developing and sharing their understanding.

Role of the Co-ordinator

There is a named co-ordinator responsible for co-ordinating the teaching of RE throughout the school.

Their role is to:

- provide support, advice and resources to members of staff
- monitor the teaching of RE and outcomes for all children, revising policies and supporting staff with planning of RE where necessary.
- monitor the teaching of RE across the school highlighting the continuity and progression of the areas taught across the school
- attend relevant training and support staff through relevant INSET sessions
- monitor the use and need of resources throughout the school.

Monitoring

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaison with staff to be able to monitor books, monitoring planning and coverage, carry out pupil interviews.

The result of any monitoring should be discussed with the Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.

Resources

Most resources for this subject are stored centrally in the walkway and include books, pictures, artefacts, posters. All materials should be handled very sensitively and with respect. Any damage of resources should be reported to the RE leader as soon as possible, to ensure that replacements can be ordered.

Created by – David Williams

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