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Religious Education Policy

Prepared: November 2017

Adopted: November 2017

Next Review: November 2020

London Welsh School

Religious Education Policy

At London Welsh School we believe that Religious Education (RE) has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a respect for the beliefs and needs of others and religions.

# **Objectives:**

1. To develop knowledge and understanding of religion (learning about religion)
2. To explore and respond to human experience (learning from religion)
3. To develop pupil skills of tolerance, respect and understanding of others’.

# **Aims**

At London Welsh School we aim to help pupils to:

* + acquire and develop their knowledge and understanding of Christianity and the other principal religions: Sikhism, Judaism, Islam, Buddhism and Hinduism.
  + develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
  + develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain.
  + develop a positive attitude towards other people, respecting their right to hold beliefs that are different to their own.
  + enhance their spiritual, moral, cultural and social development by:
    - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
    - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
    - reflecting on their own beliefs, values and experiences in the light of their study

**Compliance**

This policy is written with reference to the following documents:

* Equality Act 2010
* National exemplar framework for religious education for 3 to 19 year-olds in Wales (Welsh Government)
* YG Llundain Safeguarding Policy
* YG Llundain SEND Policy
* YG Llundain Anti-Bullying Policy
* YG Llundain Behavioural Policy
* YG Llundain Spiritual, Moral and Social Development Policy

**Skills**

Refer to the Welsh Curriculum for an overview of skills which are developed throughout each study section. <file:///C:/Users/user/AppData/Local/Microsoft/Windows/INetCache/IE/WT2MQKEI/130426-re-national-exemplar-framework-en.pdf>

**Knowledge**

Throughout each religion, different areas will be discussed and taught as appropriate. For example:

* Beliefs and values
* Traditions and customs
* Holidays and festivals
* Places of worship
* Holy Books
* Methods of worshiping
* Significant events in history

**Teaching and Learning**

* The school’s RE curriculum map provides an overview of how RE is taught in the school. It shows the religions that each key stage group will study across the three terms of the academic year, over a two-year cycle.
* Care is taken to ensure that pupils have the opportunities to develop their understanding, knowledge, skills and concepts as they move through the school.
* Skills such as observing, questioning, discussing, evaluating and reflecting are encouraged in RE, as with many parts of the curriculum. Sensitivity to others and a readiness to listen to others’ viewpoints are strongly encouraged.
* Teaching and learning in RE is monitored by the Curriculum Leader and Lead Teacher, in line with Welsh Curriculum guidelines and government reports or research.
* Resources will be identified and financial provision made for them annually.
* Training will be provided for the Curriculum Coordinator and Staff.
* RE will be a focus for review and development in accordance with the agreed three-year cycle of curriculum development.

**External Contributors**

External contributors from the community, e.g. local clergy, parents, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored to fit into and complement the RE programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE curriculum. In addition, the school has strong links with the London Welsh religious community, and the various Welsh language churches and chapels in London.

**Festivals and Celebrations**

This scheme of work has due regard to the events of festivals and celebrations throughout the year. Where possible, an awareness and teaching of the current festivals and celebrations of differing religions occurs e.g. Diwali, Eid, Christmas, Easter.

# **Cross curricular links**

Links can be made with a range of other curriculum areas perhaps notably Welsh, English, Music, History, Geography and assemblies.

**The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others’ views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. Staff ensure pupils feel safe and respected to contribute to discussions and follow procedures in the school’s behavioural and anti-bullying policy in the instances of any discriminatory behaviour or comments.

**Withdrawal from RE lessons**

Parents/carers have the right to withdraw their children from all or part of the Religious Education.

Parents/carers wishing to exercise this right are invited in to see the Lead Teacher who will explore any concerns and discuss any impact that withdrawal may have on the pupil. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the pupil’s withdrawal can be best accommodated. Once a pupil has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

**British Values and Morals**

Tolerance and respect are important skills when discussing all religions at all times, and is an integral part of all learning across the school and within all areas of the curriculum. This is in line with our whole school approach to develop pupils into responsible citizens of the future and promoting British Values across the whole school and curriculum.

**Safeguarding and Prevent Duty**

The school has a duty to safeguard pupils from radicalisation. This includes educating pupils and staff about risks, understanding the role of the internet, identification and prevention strategies. All staff have received training in identifying and preventing pupils at risk of radicalisation. Please see Prevent Duty documentation for further information: <file:///C:/Users/user/AppData/Local/Microsoft/Windows/INetCache/IE/JLWPJZM3/prevent-duty-departmental-advice-v6.pdf>.

# **Equal opportunities**

The school believes that it is important for all pupils to have access to opportunities for spiritual development and an awareness and understanding of religion, regardless of age, gender, nationality, disability, religion or religious or other beliefs, social or educational background.

# **Special Educational Needs and Disabilities**

RE is taught at a level appropriate to the age, ability and experience of the pupils and is therefore accessible to all.

**Assessment, recording, reporting and accountability**

Teacher assessments of RE are inputted into our online ‘Assessment Foundation’ under Personal and Social Development for Foundation Phase Pupils and RE for Key Stage 2. Evidence is gathered mainly through observation, oral discussion, written tasks, drawing and planning for such assessments.

Signed by:

Lead Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair Board of Directors\_M.Tudor Jones 15 11 17\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_