



**KENSINGTON**  
Primary School  
Inspiring children for exciting futures

# Kensington Primary School

## Religious Education

### Policy

Reviewed by:	RE Subject Leader
Date:	2018-2019
Ratified by Governors:	
Next Review:	

## Introduction

At Kensington Primary School, our scheme of work is based upon the Local Authority Agreed Syllabus 2016 – ‘Exploring beliefs, celebrating diversity’. We believe that:

- Religious Education is a statutory subject and has equal standing in relation to other subjects.
- Religious education is an important element in promoting the holistic development of the child. It celebrates the diversity of religions and human experience providing knowledge and understanding.
- In the moral development of the child it allows the exploration of feelings, which motivates actions and examines different perspectives. Socially it enables children to raise questions about human nature and the need for relationships. Culturally it encourages respect for people of different backgrounds.
- Religious Education should be broadly based, reflecting that Christianity is the main religion, but others such as; Islam, Sikhism and Hinduism, have an importance in the local community. Reference should be made to the Jewish and Buddhist traditions to widen our children’s understanding of the world.

## Aims and Objectives

With the teaching and learning experiences in RE we seek to -

- Encourage pupils to have an understanding that they are equal, valued and a valid part of a multi-faith community.
- Help pupils to develop their own beliefs, value, attitudes and behaviour.
- Awaken and develop an awareness of the spiritual dimension in life.
- Encourage reflection, questioning and reasoning to enable decision-making.
- Help children to distinguish between right and wrong and to be aware of the consequences of their own action.
- Promote a respect for the many faiths in the community and the right of the individual to follow any or no faith of their choice.
- Provide opportunity for sharing knowledge and develop understanding of different faiths.
- Understand how beliefs, values and practices affect people’s lives.
- Learn about and from studying religions.

## The Curriculum

A thematic approach is used in the delivery of the RE curriculum at Kensington. In line with the National Non-Statutory Guidance the focus is on 2 attainment targets.  
a) AT1 – Learning **about** religions.

b) AT2 – Learning ***from*** experience and religion.

Religious Education will be taught in total of:

36 hours per year – KS1

45 hours per year – KS2

For each Key Stage the promotion of spiritual, moral, social, cultural and intellectual development is at the forefront of learning.

### **Early Years Foundation Stage**

Religious Education is not taught as a curriculum area. Links to religious and human experience are to be found in the Newham Agreed Syllabus. In line with the agreed syllabus the cultures and traditions of Islam, Christianity, Sikhism and Hinduism are covered with reference where appropriate made to Judaism. Within the EYFS RE links directly to the development matters within ***understanding of the world – people and communities***. RE is taught in relation to festivals throughout the year, discreetly through story books/story sessions and through an emerging interest towards a theme from the class; which is assessed by the teacher with regards to the next steps in learning.

### **Key Stage 1**

At this key stage pupils are able to explore and discuss the elements of religion which will later provide a foundation for further exploration. Learning is directly linked to AT1 and AT2 within the Agreed syllabus.

In KS1 each unit of work is based upon a key question that directly links to the study of a religious cultures and traditions in Christianity, Islam, Sikhism, Hinduism Yr1 and Yr2. Also in Yr2 reference where appropriate can be made of any other, for example the Jewish and Buddhist traditions.

Religious festival or celebrations are acknowledged in assemblies and linked via the medium term curriculum planning.

### **Key Stage 2**

At KS2 pupils approach the study of religions in greater depth. They begin to observe religious activities in more detail and organise and categorise information. Again learning is directly linked to AT1 and AT2 within the Agreed syllabus and each unit of work is based upon a key question that directly links to the study of a religious cultures and traditions.

As with KS1 in KS2 the traditions of **Christianity, Hinduism, Islam** and **Sikhism** are taught, however the inclusion of **Judaism** and **Buddhism** within the units of work means that each of the six major world religions are taught on balance with each other. The medium term curriculum planning format ensures that religious festivals

are taught alongside the unit plans making a direct link to the religion that is being studied at that instance.

### **Approaches to and organisation of Religious Education**

Religious education should be taught using a variety of teaching methods including art, music, dance, drama, looking at artefacts, visiting local places of worship and talking with members of faith communities.

Religious education should be taught following the Newham agreed Syllabus. The scheme of work is available on the shared site.

Each year group is required to teach 6 core units during the year covering a variety of religions.

<b>EYFS</b>
<b><u>Syllabus themes and questions</u></b>
<b>Celebrating special times</b> <ul style="list-style-type: none"><li>• What happens at Christmas?</li><li>• What happens at Diwali?</li><li>• What happens at Easter?</li><li>• What happens at Eid-UI-Fitr?</li><li>• What happens on Guru Nanak's Birthday?</li><li>• What happens at Sukkot?</li></ul>
<b>Identity and belonging</b> <ul style="list-style-type: none"><li>• What happened to Dogger?</li><li>• The Gotcha Smile: How do we make friends?</li><li>• My Muslim Faith: Khadijah Knight:</li><li>• In the story of the donkey and the tiger skin, what is the message?</li><li>• What makes a place special?</li><li>• Visiting a church</li><li>• The Bible</li><li>• The cross</li><li>• My Hindu faith</li></ul>
<b>Stories and what they tell us</b> <ul style="list-style-type: none"><li>• The Lost Coin</li><li>• Muhammad and the Kitten</li><li>• The Good Samaritan</li><li>• Gifts for the poor</li><li>• The gift of friendship</li><li>• The lost sheep</li><li>• The hare and tortoise</li></ul>

- The two brothers

### Key Stage 1

Year 1	Year 2
Belonging to Sikhism Christmas Living with family and friends Belonging to Islam Belonging to Christianity Belonging to Hinduism	What stories did Jesus tell? Kwanzaa Food and Fasting How do we know Easter is coming? Speical books Where did the world come from?

### Lower Key Stage 2

Year 3	Year 4
Light in religion Special signs and symbols How did Jesus and Buddha make people stop and think? Holi Sikh sayings How do Jews celebrate?	Religions in our neighbourhood Hindu worship Why is the Bible special? Easter Marriage What makes me the person I am?

### Upper Key Stage 2

Year 5	Year 6
Jesus' example Christmas Thankfulness God Animal Lawcase Inner forces	Religious Leaders Life after Death Art in Christianity Easter Similarities and differences between religions. Celebration

### **Teaching and Learning**

The teaching of Religious Education will not seek to urge religious or non-religious beliefs on children, nor compromise individuals own beliefs by promoting one religion over another. It should not seek to nurture or convert.

Whatever the personal view of the teacher, information about all faiths should be presented sensitively and accurately and with professional competence.

Good practice in RE teaching whenever possible, will seek to show the following elements: Reflect, Relate, and Respond to the concept being taught.

The teaching of RE is to include a variety of approaches. When and where possible the teaching of RE should have a multi-sensory approach so as to cater for the varied learning needs of all children.

### **Equal Opportunity**

All children, regardless of gender, ethnic origin, physical or intellectual ability should have access and be given equal opportunities to make progress in their knowledge of religion.

Religious Education should enhance and foster a feeling of mutual respect and desire for a just and equal society. To enable this, teachers should ensure that the positive aspects of all groups are presented.

### **SEN/EAL Issues:**

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will include the need to adapt lessons to account for children's different learning styles, especially those to whom English is an additional language (through use of suitable communication mode, visual aids and Communicator and/or Teacher of the Deaf support), children with Specific Special Educational Needs and the Gifted and Talented children.

### **Rights of Withdrawal**

Parents have the right to withdraw their child from religious education lessons after consultation with the Head Teacher. Alternative provision will be arranged for the child during this period. It is important to notify the RE Co-ordinator of any request of withdrawal made in order to monitor the provisions within the school.

### **Withdrawals**

If a parent asks that a pupil should be wholly or partly excused from attending any RE in the school, then the school must comply. Parents are not obliged to give reasons for the withdrawal. At Kensington we ask that the parents write a letter to the head teacher to request withdrawal. It is helpful if a meeting can take place between the parents and RE co-ordinator to try to resolve the problem first.

A pupil may, if the parent requests this, be withdrawn from the school premises to receive RE elsewhere, so long as the LEA is satisfied that this will not interfere with the child's attendance at school other than at the beginning or end of any school session. If this is not possible and the parents wish their child to receive separate RE, the school is required to allow such education to take place in the school providing it does not have to meet the cost and the request is not unreasonable.

The school is responsible for the child, unless the child is receiving RE elsewhere, but the teacher is not responsible for providing alternative work for the child.

If RE is taught as part of integrated Humanities programme or in conjunction with other National Curriculum subjects, parents still have the right to withdraw their children from RE elements of these programmes. When religious or spiritual matters come up in other areas of the curriculum – both planned and spontaneously – this does not constitute RE in a legal sense. Parents could not insist that their child be withdrawn every time such issues arise. These issues are helping the child in their spiritual, moral, social, and cultural development.

A list of children who have been withdrawn from RE at Kensington will be kept by the RE co-ordinator.

### **Assessment**

Assessment opportunities are incorporated into the schemes of work. At KS1 and KS2 the units of work are assessed alongside AT1 and AT2 using the online assessment system of Incerts. In the Foundation Stage assessment is alongside the ELG (assess as emerging, expected, exceeding). Assessment should be on going. Monitoring will occur termly. Evidence can be gathered in the following forms –

- Examples of displayed art and written work showing reflecting levels of attainment
- Special assessment tasks based on the covered unit of work
- Photographs and video recording of work
- Listening to and noting children's responses in discussions
- Observing children in drama and practical work

### **Implementation**

The implementation of the policy is the responsibility of all teaching staff with support from the Religious Education Co-ordinator and SMT.

The Co-ordinator will promote and when necessary, support the teaching of RE throughout the school with the oversight and involvement of the SMT.