



**ELVETHAM HEATH PRIMARY SCHOOL**  
**GUIDELINES FOR RELIGIOUS EDUCATION**

Elvetham Heath Primary School Policy for Teaching embraces all aspects of the arrangements for teaching in school. The following is further specific guidance:

- Religious Education at Elvetham Heath Primary School will make reference to - **Living Difference** ( the agreed County Syllabus for Religious Education)

**Knowledge and understanding** to be gained through Religious Education is taught through the use of key concepts. Children will interpret religion in relation to human experience.

*The programme of study for Key stage One* explores a variety of key concepts, which are common to religious and non religious experience and those that are common to many religions. This will include:

- Concepts including 'special', 'symbol' and 'celebrating'
- Key stories from the **Christian** and **Hindu** religion.
- A range of other sources – local religious buildings – artefacts and visual material – music and songs – representatives from local religious communities.

*The programme of study for Key stage Two* requires children to be introduced to:

- Concepts including 'symbol', 'worship', 'interpretation', 'authority', 'ritual', 'prophecy' and 'submission'.
- Concepts that are particular to specific religions.
- The search for meaning.
- Story and celebration.
- Festival.
- Religious communities.

These will be explored through **Christianity, Sikhism and Islam**.

**Skills** to be taught through Religious Education.

- Use a range of media to express ideas
- Use periods of stillness or silence for reflection
- Use technical terms for religion appropriately and correctly
- Enquire into religion though studying key concepts, focusing on different ways their experiences, religious and non-religious can be interpreted.
- Contextualise concepts within religious belief and practice and specific situations to see how concepts are applied to the lives of religious people.
- Evaluate and critically consider concepts making informed judgements about religious beliefs and practice.
- Communicate own responses to concepts.
- Formulate and articulate their own beliefs and values.
- Apply their responses to their own and others lives.
- Critically test their own beliefs and values against issues encountered.

**Attitudes** – Children will be encouraged to develop

- A sense of mystery and fascination about the world.
- A willingness to acknowledge the needs, feelings and aspirations of others,
- Respect for others, and a willingness to learn from their insights,
- Respect for the freedom to practice or not to practice religion,
- A willingness to acknowledge the controversial and ambiguous nature of many issues and beliefs and values,
- Confidence with own sense of identity,
- Willingness to value diversity in religion and culture.

### **Assessment and record keeping**

Assessment of the achievement of skills and knowledge will take place at the end of a unit of work. The expected learning outcomes are identified at the start of the topic i.e. what the children should know, understand and be able to do by the end of the unit of work, and will be differentiated to support the different pupils. Assessment against these criteria will be copied to the R.E. Manager in order to aid monitoring and evaluation. Strengths, weaknesses and targets are reported to the following class teacher in July. Achievement in Religious Education is reported to the parents in the annual report in the Summer Term.

### **Time allocation**

The notional time allocation for each key stage is as follows –

Key stage One – 36 hours (12 hours a term)

Key stage Two – 45 hours (15 hours a term)

Religious Education takes the form of a unit occurring each half term, with additional visits from the local vicar during Christmas and Easter for both Key Stages and a visit to a Mosque in Year 5.

Religious Education benefits from links with all curriculum areas, where different aspects and approaches can be explored.

### **Promoting British Values**

The Department for Education have recently emphasised the important role that British values can play in education and reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014 and according to Ofsted, 'fundamental British values' are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

At Elvetham Heath Primary School British Values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through whole school and key stage assemblies, as well as planning and delivering a broad and balanced curriculum.

Examples of actions Elvetham Heath Primary School has taken to promote British Values are:

To ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a children's improvement team whose lead members are voted for by the pupils (e.g. School Council)

To actively encourage pupils to make informed choices, knowing that they are in a safe and supportive environment.

Providing opportunities for pupils taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and PSHE lessons.

Through collective worship as a whole school, Key stage or within individual classrooms, themed weeks, noticeboards and displays.

At EHPS we acknowledge that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity. The British values we promote are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by families at Elvetham Heath Primary School.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.

### **Equal Opportunities**

All children will be offered the opportunity to study Religious Education regardless of ethnicity, gender and ability of social circumstances. Where appropriate, children of various religious backgrounds can add additional perspectives. All parents have the right to withdraw their children from all or part of the R.E. curriculum. These children will be given work to support or extend ongoing work in other curriculum areas. All children are valued equally regardless of their abilities or behaviour. Support will be given to children with special educational needs, as appropriate.

### **Opportunities for Information Technology Communication**

The use of ICT, especially the Internet, provides a supportive resource base for R.E. exploration. Useful Web Site addresses have been provided.

### **Resources**

Resources are kept centrally in labelled boxes. These contain artefacts and teacher support material. Resources are taken by teachers from the appropriate box for use in the classroom and return to the box after use.

The R.E. curriculum manager is responsible for tidying, auditing and buying R.E. resources.

### **Review**

These guidelines will be reviewed by the R.E. curriculum managers at the beginning of each academic year.

Ratified by FGB September 2016

Due for review September 2018