



The Brook Special Primary School

RE Policy

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Statement of Intent

The Brook Special Primary School recognises the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils understand the significant elements of RE
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

Our RE provision includes a distinct body of knowledge and enables all pupils to make effective progress in achieving learning outcomes.

The school makes provisions to account for parents' right to withdraw their child from RE sessions. RE is non-denominational although differences between denominations may be highlighted.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Our pupils will be introduced to issues of right and wrong, good, and evil, conflict and justice.

To deliver RE in its broadest sense, we will give our pupils opportunities to:

- Work with local communities.
- Learn outside the classroom by participating in educational visits.
- Participate in assemblies which celebrate different beliefs.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE 'Religious education in English schools: Non-statutory guidance 2010'

This policy has been created in conjunction with the following school policies:

- British Values Policy
- Equality, Equity, Diversity and Inclusion Policy

2. Our Vision and values

The Brook Special Primary School believes that Religion and beliefs inform our values and are reflected in what we say and how we behave. We believe that RE is an important subject in itself and develops an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. We believe that Religious Education (RE) also contributes to pupils' personal development and wellbeing and promotes mutual respect and tolerance in a diverse society.

RE is a vehicle for promoting sensitivity to the needs and feelings of others and a respect for people of other cultures and beliefs. It is focussed on every child's lived experiences.

Religious education gives our pupils opportunities to

- Develop Knowledge and understanding of Religion, beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
 - Develop an understanding of themselves in relation to their identity and belonging both within the local and global communities.
 - Develop an awareness of different faiths, values, customs, cultures and beliefs.
 - Develop an understanding of life experiences i.e. birth , death, special and/or significant occasions.
 - Develop spiritual awareness by providing opportunities for reflection and contemplation.
 - Develop positive behaviour and attitudes
 - Experience a sense of awe and wonder
 - Develop spiritually , morally and culturally.

3. Roles and Responsibilities

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis to parents.
- Reporting any concerns regarding the teaching of the subject to a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

4. Curriculum and assessment

All principal religions in Great Britain are included in our curriculum, namely, Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism;

It is recognised that there are other faiths represented within the school i.e. Rastafarianism.

All schools in Haringey are required to deliver the Core curriculum which incorporates the topics of

- Human Experience
- The World around us
- Special People/Key figures
- Special Times, Festivals and Celebrations

The Brook school adapts the curriculum to ensure that the content is relevant, accessible and meaningful. The guidelines for recording the experiences/achievement of all pupils are as follows:

- **Human experience**
 - Develops an awareness of other people
 - Develops an awareness of self
 - Develops an awareness of belonging to a group
 - Develops an awareness of self in relation to others
 - Develops a level of self- esteem
 - Develops an awareness of the contribution they make as part of a group
 - Demonstrates emotional responses to happenings e.g. happy/sad
 - Demonstrates an awareness of other people's emotions

Experiences a range of stories about human experiences (families/friendship. Loss, change) and begins to relate these to their own experience

- **The World around us**
 - Experiences /responds to the natural world
 - Experiences/responds to different environments
 - Experiences situations which may evoke a sense of awe and wonderment e.g. raindrops/wind/lights/darkness/ birth of chicks
 - Expresses curiosity and interest in the world around them
 - Is able to identify different environments
 - Has awareness of how people care for living things and their environment
- **Special People/Key Figures**
 - Recognises people in own family
 - Recognises familiar people in school
 - Recognises familiar people in the local community/environment
 - Experiences/meet members of different faith communities

- **Understands the role key historical and present-day religious figures have played**
 - Meets and interacts with leaders from different faith communities
 - Is aware of differences of faiths through artefacts etc.
 - Is aware that some people follow a religious way of life
 - Is aware some people believe a God to be important
- **Special books/sacred writings:**
 - Experiences /enjoys the tactile qualities of a book
 - Listens to stories/poetry
 - Recognises/anticipates favourite stories/poems/books
 - Experiences/shows awareness of books which are special to people
 - Develops an awareness that holy books from different faiths should be respected and handled carefully
 - Identifies stories from different faiths
 - Identifies key figures in stories from different faiths
- **Special buildings/places of worship:**
 - Experiences a variety of different buildings in the community
 - Encounters a variety of sensory experiences in places of worship e.g. heard music, chanting
- Explored different materials from which buildings are constructed: smelt incense, watched candle/sacred light burning, looked at touched fabrics and embroideries
 - Demonstrates an awareness of the distinctive atmosphere of religious places
 - Develops respectful behaviours in places of worship
 - Experiences/has opportunities for quiet reflection both in school and on visits to places of worship
- **Special Times, Festivals and Celebrations:**
 - Experiences sights, colours, smells, tastes, sounds associated with special times, celebrations at home and at school
 - Experiences a variety of special times, events, religious celebrations
 - Shows an awareness/anticipation of special events and milestones in own life e.g. birthdays
- **Shows an awareness of special events within the family/school e.g. birth/assemblies**
 - Recognises there are times which have special significance
 - Recognises/experiences the importance of preparations for festivals/celebrations
 - Shows an awareness of the pattern for religious festivals
- **Language, symbol and communication.**
 - Experiences signs/symbols/objects of reference in everyday life
 - Shows an awareness of the meaning of signs/symbols/objects of reference
 - Experiences/recognises symbols associated with religious festivals /celebrations
 - Matches symbols/artefacts to the religion to which they belong

- Understands the importance of artefacts as a focus attention within particular celebrations/faith

Evaluating and recording of outcomes from participation in the above takes place through evidential entries uploaded to Tapestry.

5. Approaches to Teaching and Learning

Our approach to teaching RE is practical and meaningful. Pupils are taught using a multisensory and cross curricular approach. Where the use of resources or artefacts from different religions is required, they are treated with respect and of special importance. Through our teaching, pupils are encouraged to respect the beliefs, cultures and values of others.

Positive images of and attitudes towards all our pupils and their religions/cultures are developed, with difference and diversity valued and celebrated. We are aware that R.E. can involve abstract concepts but the subject also allows for practical multisensory activities which should begin with a personal focus on the lives of the pupils

In our teaching we aim to focus on the following aspects of R.E:

- Exploring the concept of rights and responsibilities to include developing a sense of conscience
- Helping pupils to develop, understand and value relationships
- Helping pupils to understand the cycle of life from birth to death and the associated rituals and customs
- Recognising the diversity but also the common ground between religions and cultures
- Helping pupils develop and express their own views and ideas on religious and spiritual issues.

Educational visits

These form an important part of school life. All classes have regular sessions out into the community, using the school minibus or local transport. These visits can be used to support the RE curriculum, provide opportunities to generalise skills taught in the classroom, and give our pupils a wider experience of the world around them.

These visits also:

- Support and reinforce the R.E. curriculum
- Develop independence and questioning skills
- Encourage independence in the community e.g. use of local community buildings such as places of worship and local libraries
- Promote transfer of skills in different context
- Support appropriate behaviour learned in school
- Widen our pupils experience of the worlds around them.

Life Experiences

Pupils' own experience of life are reflected in the planning of RE and make use of:

- Passing of time
- birthdays
- annual celebrations
- changes
- new relationships

- seasonal cycles,
- life and death.

Spiritual awareness:

This is approached by providing opportunities

- for reflection and contemplation at assemblies,
- awe and wonder on particular visits
- circle times
- quietening at the end of sessions
- reflection at the end of the day.

Awakening a desire to communicate and participate:

This is approached through

- Pupil voice and school council
- stories
- drama
- Literature
- music
- shared activities
- group activities
- Inclusion

Helping student's deal with challenge of disappointment, sorrow, fear and frustration

This is approached through:

- Drama
- PHSCE
- acceptance and understanding of behaviour as communication
- meeting challenges with support.

Enabling students to celebrate their own and other people's achievements:

This is approached through

- Celebration assemblies
- end of session evaluations
- circle times
- displays
- Tangible awards such as stickers, certificates, written comments in the home school book

Many of the elements of RE are supported by other curriculum areas e.g. History and Geography and by the ethos of the school.

6. Access to RE

Access to RE is ensured through:

- Specific periods in the day i.e. periods of quiet and relaxation; listening to special music
- A theme across a range of activities i.e. light and dark, happy and sad, journeys

- Elements in assemblies: recognising achievements, participating, hearing music from different faiths, exploring artefacts
- Planned and unplanned occasions i.e. festivals, birthday parties, exploring nature

7. Equal opportunities

- All pupils will have equal access to the RE curriculum.
- Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.
- When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.
- Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

Useful References:

Brown, E: Religious Education for All 1996, London –David Fulton
 DFE: Religious Education and Collective Worship Circular 1/94
 DFE: Religious Education in Schools : Non – Statutory Guidance 2010
 London Borough of Haringey: Agreed Syllabus on Religious Education 2005
 Longhorn, F: Religious Education for Very Special Children 1993 ORCA