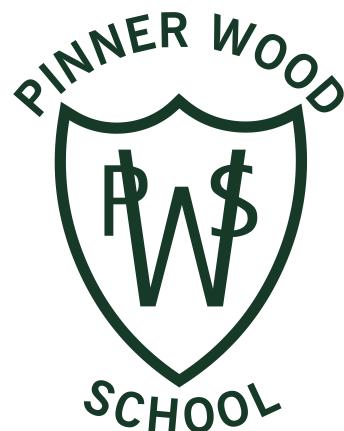


PINNER WOOD SCHOOL



RELIGIOUS EDUCATION POLICY

Approval Authority:

September 2023

Date Ratified by GB:

September 2025

Next Review Date:

Signed by Chair of GB:

PINNER WOOD SCHOOL

RELIGIOUS EDUCATION POLICY

Introduction

Religious Education provides the opportunity for pupils to develop a sense of identity and worth. It enables young people to question, explore and reach an understanding of their place in the scheme of things. They are encouraged to develop and strengthen their own beliefs and values and to learn about and respect those of others.

Religious Education in Pinner Wood School takes account of the requirements set out in the 1988, 1993 and 1996 Education Acts and is taught in accordance with the Harrow Agreed Syllabus of Religious Education 2016.

Our pupils come from families with a wide variety of beliefs, values and life styles, including adherents of many faiths and denominations. Of those who profess religious beliefs and practices, there are large groups of Christians and Hindus, a significant number of Jewish and Muslim families and a few representatives of the Jain and Sikh faiths. We value our links with the local faith communities and create opportunities for visiting places of worship and welcoming visitors to enrich lessons.

Aims

The aims for Religious Education reflect the curricular aims of the school as a whole in that we wish all pupils to have the opportunity to fulfil their potential. It is particularly important to us that Religious Education should:

- teach pupils about Christianity and world religions, their stories, creeds and traditions.
- foster spiritual awareness
- foster a reflective approach to life in the context of knowing about and understanding the experiences, beliefs and religious practices of humankind.
- help pupils discover the part religion has played in the history of the world.
- promote respect and sensitivity towards those with religious beliefs different from their own
- to develop an understanding of the influence of beliefs, values and traditions on individuals and communities.

Like all subjects of the curriculum, Religious Education can be fully effective only when it operates within a framework of provision.

Teaching and Learning

RE will be taught and experienced during assemblies, classroom lessons and general discussions. Teaching strategies may involve music, drama, story, video, visits outside school and visiting speakers.

Content and Organisation

The Harrow Agreed Syllabus 2016 has two attainment targets:

AT1 Learning about Religion

This is about acquiring knowledge and understanding of the practices, beliefs and scriptures of Christianity and world religions. Attainment Target 1 should provide a balance between a coherent understanding of individual religions and their distinctive characteristics and an understanding that many concepts, ideas, understandings and questions concern all religions. The major world religions studied are Christianity, Hinduism, Islam and Judaism. Pupils in the upper school groups are introduced to religions such as Sikhism, Jainism and the Baha'i faith.

AT2 Learning from Religion

This encourages spiritual, moral, social and cultural development by emphasising

- self-awareness and a positive self image
- respect for others
- curiosity about the world we live in and the meaning of life

The organisation of the coverage of both attainment targets is shown in the Curriculum Framework. This is used in conjunction with the Agreed Syllabus and the Glossary of terms to give more depth and detail in order to aid planning. The areas of study are designed to facilitate cross-curricular links, particularly with Literacy and Humanities.

Pupils should be given opportunities where appropriate to develop and apply Information and Communications Technology (ICT) capability in the study of R.E.

Continuity and Progression

The use of the Curriculum Framework in conjunction with the Agreed Syllabus ensures continuity not only within Pinner Wood School, but also across other schools in Harrow. Records are passed on to the appropriate High Schools so that progression may continue once the children have left Pinner Wood.

Equal Opportunity

All children have access to the Agreed Syllabus and special provision is made by way of additional support for those children with Statements, where it is felt to be of benefit. R.E. is uniquely placed to promote equal opportunities. It acknowledges existing experiences, family values and the religious and cultural heritage of individual pupils. It seeks to develop in pupils a sensitive awareness of and respect for each other. At Pinner Wood school all children are encouraged to share their own experiences and beliefs whilst at the same time showing respect and sensitivity to those of others.

Planning, Evaluation and Monitoring

Each unit of work should be planned with reference to the Curriculum Framework in conjunction with the Harrow Agreed Syllabus 2016 and its non-statutory schemes of work. Evaluation of the work will take place by the teacher through the weekly planning/evaluation records.

Assessment

Assessment will focus on knowledge and understanding. This will take the form of questions, observations and pictorial and written work. Reports are written at the end of each school year.

Community/Trips to Religious Place

Visits are undertaken each year to local places of worship. Religious leaders and speakers are also welcomed into school, either in assembly time, in the classroom or to promote displays. Trips/visits are planned for each year group to match the curriculum.

Educational visits bring R.E. 'alive' and gives real substance and relevance to classroom learning.

PW has adopted a systematic approach with visiting places of worship so that, as pupils move through the school, they have the opportunity to experience those of the six major world religions:

Year 1 Church

Year 2 Synagogue

Year 3 Hindu Temple

Year 4 Mosque

Year 5 Gurdwara

Year 6 Buddhist Temple

Teaching and learning is further reinforced through school visits from religious leaders.

Resources

Resources for the upper and lower school are kept in separate cupboards. Most artefacts and resources are stored in boxes by faith. Colleagues should ensure that artefacts are returned to the appropriate box.