

Manor Junior School
Policy Statement For Religious Education

Written: November 2012
Reviewed: 27.09.23
Further review by: 31.12.26

Aims:

- To support pupils in developing their own coherent patterns of values and principles.
- To support pupils' spiritual, moral, social and cultural development.
- To encourage pupils to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences.

Management and agreed practice:

At Manor Junior school we follow the Agreed Syllabus: Living Difference. It is the legal document to be followed for the teaching of religious education in Hampshire, Portsmouth and Southampton schools.

It provides an emphasis on the process of learning and teaching based on conceptual enquiry and the importance of pupils developing their own beliefs and values.

This Agreed Syllabus is based upon understanding and responding to the key concepts within the major religious traditions and non-religious beliefs represented in Great Britain.

Pupils are encouraged to develop their own concepts to interpret their own experiences and explain the experiences of others in the wider world.

Each unit of work is based around a **concept A, B or C**.

A: concepts that are common to all human experience (religious and non-religious)
(eg: celebration, justice, remembering)

B: concepts that are concepts shared by many religions and are used in the study of religion (eg: God, worship, stewardship)

C: concepts that are concepts particular to specific religions (eg: Puja, Avatar)

Each unit studies a given concept through a cycle of learning, which develops skills of:

- **Enquiry**, what does the concept mean,
- **contextualisation** of the concept in a religion,
- **evaluation** of the concept,
- **communicating** and justifying one's own beliefs and values
- **application** of their beliefs and values.

Each year group will study six concepts over the school year. The concepts may be blocked to facilitate the teaching and learning.

Collective Worship

We provide daily opportunity for collective worship for all registered pupils through our programme of assemblies. It will focus on current issues, significant religious and non-religious events and link where appropriate to the school's Personal Social Health Citizenship Education (PSHCE) and Spiritual Cultural Moral Social (SCMS) curriculum.

Teacher and Parental Right To Withdraw

As stated in the Education Reform Act 1988 parents have a right to withdraw children from Religious Education and Collective Worship. The school will comply with all requests to withdraw individual pupils. The school will take responsibility for supervision of any child withdrawn.

The school will not request specific reasons from parents who seek pupil withdrawal. However, the headteacher may wish to clarify with any parent wanting to withdraw:

- The religious issues about which the parent would object their child being taught
- The practical implications of withdrawal
- The circumstances in which it would be reasonable to accommodate parental wishes
- If a parent will require any advanced notice of such issues and if so, how much.

Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education.

Assessment, Recording and Reporting.

Assessment opportunities are provided by:-

- Ongoing teacher assessment to identify strengths and areas for development.
- Recording achievement in accordance with school policy.
- Self and peer assessment – Children may evaluate their own achievements and that of their peers at the end of each project.

Inclusion

We recognise our responsibility to provide a broad and balanced curriculum for all pupils. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

All pupils regardless of race, gender or ability should have the opportunity to develop their creative capabilities.