



LATCHMERE  
ACADEMY TRUST

## Religious Education Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2022
Date of next review	September 2023

*NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"*

## The Legal Requirements

The Education Reform Act (1988) requires that Religious Education is taught to all pupils in full-time education.

R.E. should be taught in accordance with a syllabus agreed on a local basis. This agreed syllabus should reflect the fact that the religious traditions and values in Great Britain are mainly Christian, while taking account the wonderful breadth of faith groups represented in Great Britain. This syllabus must not be designed to convert pupils or to promote a particular religion or religious belief. It should;

- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- encourage pupils to respect 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 teaching of R.E. at Latchmere Academy Trust adheres to the guidelines provided by the Royal Borough of Kingston Agreed Syllabus for R.E. – **SACRE**.

## Aims

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Religious Education is taught at Latchmere to acquire and develop a knowledge and understanding of Christianity and the other major world faiths represented in Great Britain today.

### **1. make sense of a range of religious and non-religious beliefs, so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

### **2. understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

### **3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into key concepts and questions studied, responding

thoughtfully and creatively, giving good reasons for their responses

- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

### **Content**

Children acquire and apply knowledge and understanding of Christianity, Buddhism, Hinduism, Islam, and Judaism.

### **Language and Communication**

Children develop their language skills through:

- talking about their work and presenting their own ideas using writing of different kinds,
- studying sacred texts and stories,
- extracting information from various sources.

### **Values and Attitudes**

Children:

- work with others, listening to each other's ideas, and treat others with respect,
- have opportunities to consider their own experiences, attitudes and values, and those of other people,
- develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available,
- identify puzzling questions and suggest answers,
- develop their understanding of why certain things are held to be right or wrong,
- relate to moral and religious issues.

### **Progression**

This is shown by:

- acquiring a wider and detailed knowledge of religious beliefs and practices,
- a deepening understanding of the meaning of stories, symbols, events and practices,
- a more fluent and competent use of religious language and terminology,
- increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment.

### **Cross-Curricular Links**

We aim to provide opportunities for developing key skills that underpin all subjects such as communication, working with others and improving one's own learning and performance. The children are encouraged to reflect on what they have learnt in R.E. and how this can be applied to real-life situations. There are also particular links between R.E. and P.S.H.E.

## **Organisation, Special Educational Needs and Entitlement**

The R.E. curriculum is a broad and varied curriculum, which is delivered in a variety of ways, including the use of artefacts, videos, representatives from the faith community etc. Children with Special Educational Needs and children for whom English is an additional language are able to gain equal access to the R.E. curriculum.

The R.E. programme offers opportunities for all pupils to follow a part or all of the National Curriculum, although some adjustment may be necessary to cater for individual needs. R.E. is seen as a tool to help pupils develop understanding and tolerance, to make an individual contribution and to be sensitive to the activities and ideas of others.

## **Planning**

Planning is done in half- termly units, as detailed in the Long Term Plans for R.E. The School planning is guided by the RBK plans as set out by SACRE (The Standing Advisory Councils for RE).

## **Assessment and Record Keeping**

Ongoing formative assessment takes place during teaching sessions. We are moving towards introducing and implementing a scheme of expectations in R.E. to aid us with assessment, progression and reporting.

## **Monitoring and Evaluation**

The R.E. subject leader monitors medium-term planning to ensure coverage, continuity and progression between the year groups. The subject leader also undertakes learning walks in line with the school's programme of monitoring.

## **Role of the Subject Leader**

The role is:

- to formulate the R.E. policy and curriculum,
- to write/review a SEF annually,
- to identify areas for development,
- to keep staff informed of the latest local and national developments and to provide in-house training accordingly,
- to advise and support teachers in their planning and teaching of R.E.,
- to monitor and evaluate the R.E. curriculum through discussion with staff and children,
- to ensure that there are sufficient and appropriate R.E. resources,

## **Home/School Links**

We are keen to develop links between school and parents who are members of local faith groups. From time to time, they are invited in to school to share elements of their beliefs, celebrations etc. with the children. Children who are members of faith groups are encouraged

to share with their peers what their faith means to them in their daily lives and to bring in artefacts and books to share with others.

Appendix A:-

## Ramadan at Latchmere

Ramadan 2022 started on 2<sup>nd</sup> April and will continue for 30 days until Thursday 2<sup>nd</sup> May. In Islamic law, children are not required to fast during Ramadan: they are only required to fast when they become adults but we do understand that occasionally older children in Y6 wish to fast to prepare them for adulthood.

### Aims and Objectives

It is our aim to provide a safe environment for children who wish to fast during part or all of the month of Ramadan and ensure the proper care of children is maintained, keeping parents informed if their child is unwell.

### Implementation

All parents must inform the school in writing if they wish their child to fast for part or all of the month of Ramadan. We ask that parents complete a 'fasting permission slip'; which is available from the school office.

If a child says that they are fasting, but the school has not received a permission slip from their parent, they will be dealt with in a respectful manner; but will not be allowed to miss lunch.

Children who are fasting should not be expected to exert themselves physically. Therefore, pupils who are fasting will not do active physical education lessons at the time they are fasting and will instead do some health-related learning. They will also be encouraged to make use of quiet areas on the playground in order to conserve their energy.

All children that fast will need to bring an emergency snack with them to school daily. In the rare circumstances of a child becoming distressed or unwell when he or she is fasting, the school will encourage the child to eat their emergency snack.

If a child has a medical condition that would be complicated by fasting, e.g diabetes, the child will not be permitted to fast at school.

### Health and Safety

Parents MUST inform the school via permission slip if their child is fasting.

The school will inform parents immediately if their child who is fasting becomes unwell.

Children who fast must conserve their energy and not join in strenuous games.

Child's Name: \_\_\_\_\_

Class: \_\_\_\_\_

( ) I give permission for my child to fast during the period of Ramadan.

( ) I have read the information sent from Latchmere School and understand how the school will implement this.

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

