



# STREATHAM & CLAPHAM PREP SCHOOL

## RE Policy

<b>Person(s) responsible for this policy</b>		<b>Head of RE</b>	
<b>Last review by</b>	<b>E Baldwin</b>	<b>Review date</b>	<b>September 2024</b>
<b>Date of next review</b>		<b>September 2025</b>	

Streatham & Clapham Prep School understand Religious Education is to be an essential part of a school's curriculum, in that it contributes to a pupil's overall development, both individual and social.

Religious Education is concerned to help pupils develop an open, sensitive and reflective approach to understanding humankind's varied religious experience, practices, values and beliefs, and to help them relate these to basic questions of everyday life.

RE is carried out weekly and over the course of their time at the Prep all pupils learn about Christianity, Islam, Judaism, Hinduism and Sikhism. Every year group from Year 1 upwards visits a different place of worship each year.

### Aim

- To help our pupils develop respect and sensitivity for all people
- To help our pupils understand faith and moral codes to guide them and develop informed opinions
- To help our pupils develop an understanding of modern multi-cultural Britain and how this is reflected in their lives and local community
- To help our pupils understand more about the importance of religion in today's world.

### The importance of Religious Education in the curriculum

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about faith, issues of right and wrong and what it means to be human.

At Streatham & Clapham Prep School the RE curriculum aims to give the children in our care knowledge and understanding of the principal religions, these are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. RE is taught within a local, national and global context.

The integrated topic provision provides further opportunities for the children to learn about other non-religious perspectives such as humanism. Our school RE curriculum offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

### **Key Skills in RE**

We strongly believe that RE is more than just developing children's knowledge and understanding. We seek to develop children's skills in investigation, enquiry, communication, interpretation, analysis, reflection and evaluation. These are important life skills for children to develop and use in their daily lives.

#### **These include:**

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Reflect (ensuring the children have planned time to consider and reflect on their understanding and opinions)
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

### **Key Attitudes in RE**

As with skills RE has a number of key attitudes it seeks to promote. These include:

- Self-esteem (so that every child feels valued and significant),
- Respect (including being sensitive to the beliefs, feelings and values of others),
- Open-mindedness and tolerance (being willing to learn and gain new understanding)
- Appreciation and wonder (developing children's imagination and curiosity).

### **RE and Inclusion**

At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a Sikh temple, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Approaches to teaching and learning in RE**

RE is an exciting curriculum subject and we employ a wide range of learning methods in our teaching. These include:

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using stories, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others

### **Learning resources**

We encourage the use of a wide range of resources to enrich children's learning. These include books, DVDs, music, artefacts, ICT, visitors and visits. We strive to ensure RE is a lively, stimulating subject which evokes interest and engages all children.

Learning is planned to meet the individual needs of the children. We have also some specific resources to support children with special educational needs and those with specific talent in RE.

### **The contribution of RE to the wider curriculum**

Some aspects of the RE curriculum has its own distinctive subject matter and is therefore taught as a separate subject. Learning at Streatham & Clapham Prep School is taught through cross-curricular-themed topics, the RE provision makes good use of the important contribution to other aspects of children's learning.

### **RE contributes to children's spiritual development by:**

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

### **RE contributes to children's moral development by:**

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promote racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

### **RE contributes to children's social development by:**

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.

**RE contributes to children's cultural development by:**

- Encountering British people of different faiths
- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

**RE can also make an important contribution to children's use of language by enabling them to:**

- Acquire and develop a specialist vocabulary
- Use this vocabulary to help communicate and explain their thoughts / feelings with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired to want to ask and respond to questions.
- Write in different styles / forms - such as poetry, diaries, reports and extended writing

**Review**

The policy and programme will be reviewed on an annual basis at the conclusion of the academic year to allow for changes to be made and implemented for the coming academic year.

Emma Baldwin

September 2024