



**HURLINGHAM  
SCHOOL**

# **Religion, Philosophy and Ethics Policy**

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage (EYFS) Nursery and Reception pupils.

## 1. Introduction

RPE enables children to investigate and reflect on some of the most fundamental questions asked by people. We enable children to develop a sound knowledge of Christianity and other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions. The children are also taught to think critically, caringly, creatively and collaboratively through philosophy and ethics.

## 2. Aims

**2.1** The aims of RPE in our school are to:

- promote the spiritual, moral, cultural and social development of children
- develop knowledge and understanding of religious beliefs, practise and writings and their importance in the life of believers
- develop sensitivity to and respect for the beliefs and values of others
- begin to evaluate their learning experiences in RPE
- reflect on fundamental British values, their own beliefs and values, as well as the beliefs and values of others who take a differing view in order to begin developing a personal philosophy and code of ethics
- build a 'community of enquiry' where participants create and enquire into their own questions, and 'learn how to learn' in the process

**2.2** In addition, RPE makes a significant contribution to a number of other areas of school life including:

- Citizenship
- PSHEE

## 3. Planning the religious education foundations for RPE in the Curriculum

The following topics are taught each year:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN TERM	Hinduism	Judaism	Ethics	Christianity/Philosophy	Islam/Philosophy	Philosophy/Religion
SPRING TERM	Christianity	PHILOSOPHY AND ETHICS	Sikhism/Philosophy	Hinduism/Philosophy	Judaism/Philosophy	Ethics/Sikhism
SUMMER TERM	PHILOSOPHY AND ETHICS	Islam	Buddhism/Ethics	Ethics	Ethics	Philosophy/Buddhism

In Nursery and Reception classes (at both the Prep-School and Nursery), RPE is taught through Knowledge and Understanding of the World. It encompasses all religions and underpins the Fundamental British Values of Democracy, the Rule of Law, Mutual Respect and Tolerance for those of different faiths and beliefs and Individual Liberty.

Over the course of the academic year, there are timetabled RPE sessions for each year group, which take place on a weekly basis. RPE is also integrated throughout the curriculum to help children develop the general disposition to think better and at a higher level. There is to be an ever-increasing emphasis on philosophical and ethical discussion within class with a focus on fundamental British values.

The Head of RPE is responsible for planning the whole school scheme of work that ensures continuity and progression of knowledge, understanding, concepts, skills and attitudes throughout the school. We recognise that maintaining high standards in RPE requires both sound subject knowledge by the teacher and also the application of a range of strategies to inform teaching and learning.

#### **4. Assessment**

Pupils should be assessed on a range of areas including knowledge, understanding and attitudes. Assessment informs teacher planning and preparation and pupil learning and attainment. Assessment has a formative function for the teacher, pupil and parent. At the beginning of each topic, pupils will complete a KWL worksheet, which consists of writing what their awareness of the religion is and what they would like to find out. After exploring the topic, they will record their findings and ideas of what they have learnt. Throughout each topic, teachers are expected to keep evidence from selected pieces of work saved online.

#### **5. RPE and Inclusion**

RPE provides appropriate differentiation in order to meet the needs of all pupils regardless of their academic ability. See Curriculum, Teaching and Learning Policy, Learning Difficulties/Disabilities & SEN Policy, EAL Policy and Policy for More Able Pupils, including Gifted & Talented Provision.

#### **6. The role of the Head of RPE**

**6.1** The Head of RPE has a responsibility to:

- provide curriculum leadership across the school
- monitor and evaluate provision for RPE within the school
- monitor and evaluate standards of RPE within the school
- keep informed about appropriate resources for the effective teaching of RPE
- keep up to date with local and national developments in RPE and to share good practice with colleagues (and pupils) in our school
- be the first point of contact between the school and the wider community with regard to any issues or initiatives involving RPE
- actively promote effective RPE within the school and its community

#### **7. The right of parental withdrawal**

Parents retain the right to withdraw their children from Religious Education under the 1988 Education Reform Act. This right is made clear to parents/carers when the matter arises. The school will actively seek to persuade parents against withdrawing their child from RPE in such cases where the reason for doing so is not thought to be based on sincerely held religious conviction. In all cases, the Head will wish to discuss with the parent(s) the implications of their request. All requests to withdraw a child from RPE must be made in writing to the Head.

#### **8. RPE and Collective Worship**

At Hurlingham School we do not deliver our RPE curriculum through acts of collective worship. Occasionally, resources introduced to pupils in Assembly such as an outside speaker or a piece of music could later be discussed and developed in the classroom as a stimulus to the RPE lesson but this would be an exception and not the rule. Assembly does not count towards the recommended 5% curriculum entitlement time.

#### **9. Assessment, Recording and Reporting (see [Assessment Recording and Reporting Policy](#))**

Assessment is made by the teacher and is used to guide the progress of each pupil and to indicate what the next stage in his or her learning should be. Reporting to parents is done twice yearly in the Autumn and Summer terms and parents' evenings.

Date created: Autumn 2009

Date of last review: September 2023

Date of next review: June 2024