

King Edwin Primary & Nursery School



Religious Education Policy

This policy was reviewed in January 2020 by: Jemma Trolley (RE Lead)
Dick Empson (Governor)

The policy was adopted by the Governors on 19 March 2020

This policy will be reviewed annually

Date of next review: Spring Term 2021

INTRODUCTION

This Religious Education Policy outlines the teaching, organisation and management of RE teaching and learning at King Edwin Primary School.

We believe that Religious Education is the understanding of the faiths and beliefs of people, often involving the worship of God, which contribute to the plural society; it is also concerned with the deep meaning that individuals and groups make of their own experiences and how this helps them give purpose to their lives. We understand that:

‘RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.’

Agreed Syllabus for RE in Nottinghamshire 2015 p. 8

We recognise that the school has a duty to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In developing and delivering the RE curriculum, we seek to actively promote and support the principles and practice of British Values.

AIMS

Our aim is to ensure that all children will:

- ‘know about and understand a range of religions and world views’
- ‘express ideas and insights of their own into the significant human questions which religions address’ whilst
- ‘gaining and deploying skills needed to study religion’

Agreed Syllabus for RE in Nottinghamshire 2015 p. 6

Further aims in RE are:

- To stimulate and maintain pupils' curiosity, interest and enjoyment in RE.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK.
- To develop positive attitudes of respect towards other people who hold different views and beliefs, and towards living in a society of diverse religions.
- To enhance children's spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions, relating them to their own understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their work.

We will achieve these aims by using the program of study, and the 3 areas of learning:

1. Know about and understand a range of religions and world views.
2. Express ideas and insights about the nature, significance and impact of religions and world views.
3. Gain and deploy skills needed to engage seriously with religions and world views.

There are strong connections between the programs of study and British Values, Global learning, Community Cohesion, Respect for all, SEAL (Social & Emotional Aspects of Learning) and the implementation of these three areas of learning will greatly enhance the development of these within the primary curriculum.

LEGAL REQUIREMENTS OF THE AGREED SYLLABUS for RE

Curriculum Time

To deliver the aims and expected standards of the syllabus a minimum of 5% curriculum time is strongly recommended. In practice, this means that the following is allocated to the teaching of RE:

- Key Stage 1: 36 hours of tuition per year. (equivalent to 50 min a week)
- Key Stage 2: 45 hours of tuition per year. (equivalent to an hour a week)

(Agreed Syllabus for RE in Nottinghamshire 2015 p.

14)

A flexible approach can often be good practice, and RE can be in 'blocks', or RE themed weeks can be used. There is a common frontier between RE and some other subjects, such as Literacy, History, Citizenship and PSHE. However, when creative cross curricular planning is used, it must be ensured that RE objectives are clearly taught.

Religions and Beliefs to be Studied

Are listed in the curriculum statement (Appendix)

- Reception: Developing a growing sense of child's awareness of self, their community and place within this, children will encounter Christianity and other faiths found in the classroom.
- KS1: Pupils should develop their knowledge and understanding of religions and world views and of different cultures and ways of life through shared experience. They should raise questions and begin to express their own views in response to the material they learn about.
- KS2: Pupils should further develop their knowledge and understanding of different religions and world views. They should explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Request for Children to be Withdrawn

It is recognised that parents have the right to request that their children be withdrawn from Religious Education lessons – in its entirety or in part. To make such a request, they need to write to the head teacher.

The right of any member of staff to withdraw from the teaching of RE is recognised and respected.

Assessment

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. We expect to be able to make informed judgements of how the quality of the children's understanding have improved concerning the issues addressed in the topic.

For teacher information, there is 'Progress Steps in RE':

Agreed Syllabus for RE in Nottinghamshire 2015 p. 49

Teaching and Learning

Through an enquiry-based approach, children will be encouraged to raise questions involving Religious Education. In answering these questions, children will encounter a variety of creative and enjoyable learning activities, which will enable children to develop their thinking skills ability. Examples are role play and drama techniques, theatrical effects, art and design, use of religious artefacts, photos, visitors, educational visits, festival days/afternoons, various thinking skills activities, discussions, debates and investigative stories.

Resources

- Religious artefacts
- Photopacks and posters
- Powerpoints, smart notebooks, DVD, video and other visual/auditory materials, ICT programs and websites
- Visits to religious places
- Visitors

Health and Safety

Health and safety regulations for class-based lessons apply as for other subjects. For outdoor or off-site activities please refer to Outdoor Visits Policy.

Role of co-ordinator

- To have responsibility for securing high standards of teaching and learning in the subject and evaluate their effectiveness.
- To ensure that practices improve the quality of RE education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To monitor, review and evaluate the quality and effectiveness of learning in RE.
- To support colleagues, identifying developments within their CPD as well as the co-ordinator's own CPD.
- To discuss with the Governor with responsibility for RE the progress of the policy through the school.

Appendix - Curriculum for Religious Education – Years 1 - 6

Year 1

Celebrations and festivals: Who celebrates what and why? (Judaism and Christianity)

Myself: How do we show we care for others? Why does it matter? (Christianity)

Stories of Jesus (Christianity)

What does it mean to belong? (Christianity)

Year 2

Leaders: What makes some people inspiring to others? (Judaism and Christianity)

Believing: What do Jewish people believe about God, creation, humanity and the natural world? (Judaism)

Symbols (Christianity and Judaism)

Jewish and Christian stories: How and why are some stories important in religion?

Year 3

Beliefs and Questions (Christianity)

Religion, family and community (Christianity and Islam)

Worship and sacred places (Christianity)

Inspirational people from the past (Christianity and Sikhism)

Year 4

The journey of life and death (Christianity and Hinduism)

Symbols and religious expression (Christianity and Islam)

Spiritual expression: Christianity, music and worship: what can we learn? (Christianity)

Religion, family and community: worship, celebration, way of living (Hinduism)

Year 5

Inspirational people in today's world (Christianity)

Religion and the individual (Christianity)

Beliefs and Questions (Islam and Hinduism)

Beliefs in action in the world (Christianity and Islam)

Year 6

Teachings, wisdom and authority (Christianity and Islam)

Religion, family and community (Christianity, Islam and Hinduism)

Beliefs in action in the world: Human rights, fairness, social justice and the environment (Christianity, Judaism, Hinduism and Humanism)

Beliefs in action in the world: Holocaust (Judaism)