

# King Edwin Primary & Nursery School



## Religious Education Policy

### 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 2021-2026 p. 9*

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

*Agreed Syllabus for RE in Nottinghamshire 2021-2026 p. 10*

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 Agreed Syllabus for RE in Nottinghamshire 2021-2026's 3 main aims:

- Know and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the 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:

- Reception and Key Stage 1: 36 hours of tuition per year. (Equivalent to 50 min a week or some short sessions implemented through continuous provision)
- Key Stage 2: 45 hours of tuition per year. (Equivalent to an hour a week or less than an hour a week plus a series of RE days)

Agreed Syllabus for RE in Nottinghamshire 2021-2026 p. 14

A flexible approach can often be good practice, and RE can also be taught in themed days and weeks. 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: Pupils should develop a growing sense of self awareness, **expression, their feelings** and 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, **share ideas** 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 **and of different cultures and ways of life through shared experience**. They should **observe, consider** explore and **discuss** a range of **religions and** 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 **online formative and summative assessment**. We expect to be able to make informed judgements of how the quality of the children's understanding has improved concerning **the area taught and the impact of the learning itself**.

**In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**

**Agreed Syllabus for RE in Nottinghamshire 2021-2026 p.72**

## Teaching and Learning

**Through a variety of different approaches, teaching and learning will be implemented through** children being encouraged to raise questions, **think about and explore** Religious Education. In answering **and exploring** these questions, children will encounter a variety of creative and enjoyable learning activities, which will enable children to develop their thinking skills ability. Examples include; 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 monitor, review and evaluate the intentions, implementation and impact 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.

**Whole School Yearly Plan of RE**

**Academic year: 2021-2022 Whole School**

<b>Year</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>F1/F2</b>	Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Belonging. Who are we and how do we belong?	Our wonderful Earth: how can we care for living things and the Earth?
<b>Year 1</b>	Who celebrates what and why?	How do we show we care for others? Why does it matter?	Stories of Jesus: What can we learn from them?		In what ways are churches / synagogues important to believers?	
<b>Year 2</b>	What makes some people inspiring to others? Moses and Saint Peter	What do Jewish people believe about God, creation, humanity, and the natural world?	What is it like to belong to the Christian religion in Nottinghamshire today?		Jewish and Christian Stories: How and why are some stories important in religions?	
<b>Year 3</b>	What difference does it make to be a Christian?	How do religious families and communities practice their faith? The example of prayer.	Where, how and why do people worship?		What can we learn from inspiring people in sacred texts and in the history of religions?	
<b>Year 4</b>	Why do some people think life is like a journey? Where do we go? What do different people think about life after death?	How do people express their religious and spiritual ideas on pilgrimages?	Christianity, music and worship: what can we learn?		How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?	
<b>Year 5</b>	What can we learn from great leaders and inspiring examples in today's world?	What is expected of a person in following a religion or belief?	How do people's beliefs about God, the world and others have impact on their lives?		How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?	
<b>Year 6</b>	What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?	What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	How do religions and beliefs respond to global issues?		What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?	