

Raynham Primary School



RE Policy

RELIGIOUS EDUCATION POLICY

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Introduction

At Raynham Primary school we believe that Religious education provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principle religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. Religious education teaches pupils to develop a respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. We enhance children's social development by helping them to build a sense of identity in a multicultural society.

Aims and objectives.

We aim to enable pupils to:

- develop a knowledge and understanding of Christianity, Judaism, Islam, Hinduism and Buddhism.
- recognise the influence of beliefs, values and traditions on cultural and community life.
- ask challenging questions about the ultimate meaning and purpose of life; beliefs about God; the self and the nature of reality; issues of right and wrong and what it means to be human.
- have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development.
- learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community.
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- show discernment and enable pupils to combat prejudice.

The legal requirement

The Education Reform Act 1988 requires that –

RE is taught to all pupils in full time education. Parents do retain the right to withdraw their child from all or part of RE.

RE should “reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain”. (Education Reform Act 1988 Section 8(3).)

RE “must not be designed to convert pupils or urge a particular religion or religious belief on pupils”. (Section 26(2).

RE is taught in accordance with the Local Agreed Syllabus. This is a legal requirement.

The Enfield syllabus embodies an open, objective and educational approach to the subject. Thus religious education provided in accordance with this syllabus should:

- protect the integrity of pupils by ensuring that the teaching is not designed to convert or urge a particular religion or religious belief.

- present the religious beliefs and practices studied as they are perceived by faith communities.
- contribute to the spiritual, moral, social, cultural and mental development of all pupils whether they come from religious traditions or not

Religious Education and British Values

In 2014, the Department of Education published guidance on British Values, to improve and strengthen the spiritual, moral, social and cultural development of pupils. The British values have been designed to prepare young people for life in modern Britain and strengthen the barriers to extremism. These values were first set out by the government in the 'Prevent' strategy in 2011, which states that:

There are also safeguards against biased or unbalanced teaching and the promotion of partisan political views in publicly funded schools. These require that all reasonably practicable steps are taken to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views

All independent and state-maintained schools have a duty to 'actively promote' the fundamental British values below:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

Approaches to Teaching and Learning

Progression in RE depends upon the development of the following skills;

Skills	What the skills include
Reflection	Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices.
Empathy	Considering thoughts, feelings, experiences, attitudes, beliefs and values of others. Identify feelings of love, wonder, forgiveness and sorrow. Seeing the world through the eyes of others.
Investigation	Asking questions, knowing how to gather information.
Interpretation	Drawing meaning from artefacts, art, music, poetry and symbolism. Interpreting religious language.
Analysis	Distinguishing between opinion and fact. Distinguish between features of different religions.
Synthesis	Linking features of religion together in a coherent pattern. Connecting different aspects of life into a meaningful whole

Application	Making association between religion and the individual, community, national and international life.
Expression	Exploring concepts, rituals and practices. Expressing religious views.

Attitudes	What the attitude includes
Fairness	Listening to views of others, considering other views, recognising that things may not be as they appear outwardly.
Respect	Respecting those who hold different beliefs. Recognising that others have a right to hold their own beliefs. Appreciate that people's religious convictions are often deeply felt.
Self-understanding	Sense of self worth and value. Recognise the personal relevance of religion.
Enquiry	Curiosity and a desire to seek after the truth. An ability to live with ambiguity. Desire to search for the meaning of life.

There are long term plans in the schemes of work, which plan for progression across the year groups. This progression is particularly important when studying the festivals of Christmas and Easter.

The importance of **continuity and progression** in knowledge, understanding and skills throughout and across the Key Stages is vital. Every effort is made to facilitate the exchange of information throughout each pupil's primary education. For more information on the schemes of work for RE, refer to the Enfield Agreed Syllabus.

We use a combination of teaching RE through the creative curriculum, RE days and as a separate subject, depending on the material which has to be covered.

Breadth and balance

Foundation: Thematic – topics based upon children's own lives and experiences

Key Stage One: Introducing the study of Christianity and aspects of Judaism and Islam

Key Stage Two: Developing the study of Christianity and aspects of Judaism and Islam, and introducing aspects of Hinduism and Buddhism.

At each Key Stage, teachers may also draw from other religions and viewpoints, as appropriate, to acknowledge the beliefs of the children within the class.

Places of worship

Pupils' entitlement to visit Places of Worship is an essential and integral part of the curriculum. It promotes spiritual development and an appreciation of what worship means

to a believer. Pupils will not be taking part in any act of worship during a visit – it will be solely of an educational nature.

Visits to places of worship and inviting visitors of different religions into school should be incorporated into aspects of the RE curriculum.

The RE curriculum may also be enhanced by visitors from different faiths.

Religious education and inclusion

Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education
- meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

Equal Opportunities

RE promotes equality through an open forum to discuss and respect others' beliefs'. Religious Education subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs

Assessment

The R.E curriculum for KS1 and KS2 is based on two attainment targets:

AT1 learning about religions this includes the ability to:

- Identify, name, describe and give accounts, in order to build a coherent picture of each religion:
- Explain the meanings of religious stories and symbolism:
- Explain similarities and differences between, and within, religions.

AT2 Learning from religion this includes the ability to:

- Give an informed and considered response to religious and moral issues;
- Reflect on what might be learnt from religions in the light of one's own beliefs and experiences;
- Identify and respond to questions of meaning within religions.

These attainment targets are in line with the Enfield Agreed syllabus. Assessment takes place at the end of each unit in the scheme of work. At each key stage, the Agreed Syllabus identifies specific opportunities for developing these attitudes.

This indicates what most pupils should know and understand. Judgements about children's achievements are made through formal assessment and regular marking of pupils' work. Pupils are guided about what they have done well, what they need to improve and ways in which they might make that improvement.

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