



Eardisley CE Primary School

Religious Education Policy

Date Agreed: Autumn 2018
Review Date: Autumn 2020

Introduction

In accordance with the Church of England Statement of Entitlement, Religious Education (RE) has a very high profile at Eardisley Church of England Primary School. It is part of our core curriculum, playing a pivotal role in pupils' learning as part of a broad and balanced curriculum. It seeks to inspire pupils and develop a range of higher level skills, such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. It is taught in accordance with the Herefordshire Agreed Syllabus for Religious Education. The teaching of Christianity within the Agreed Syllabus is supported through Understanding Christianity. At the heart of the teaching of RE is the teaching of Christianity, rooted in the person and work of Jesus Christ.

Rationale

Religious Education is a body of knowledge which involves the exploration of fundamental questions concerning human experience and spirituality, and the attribution of meaning to such experience within personal belief and religious tradition.

RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each pupil.

Aims

To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know about and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual and philosophical convictions, exploring and enriching their own beliefs and values.
- To encourage pupils to develop a positive attitude towards other people who hold religious beliefs different from their own.

At an age-appropriate level, the expectation is that all pupils are religiously literate and are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.

- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews so that they can:

- Describe, explain and analyse beliefs and practices recognizing the diversity which exists within and between communities and amongst individuals.
- Identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- Appreciate and appraise the nature, significance and impact of different ways of living and expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.

Principles of The Teaching and Learning of Religious Education: Breadth and Balance

The RE curriculum is rich and varied, enabling pupils to acquire a thorough knowledge and understanding of the Christian faith. Pupils engage in a variety of activities that are structured to allow opportunity for reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response. This is reflected in appropriate teaching and learning styles. Content is selected and planned to ensure coverage of aspects of Christianity and other major religions. The emphasis throughout is on learning about and learning from

religions. Children are purposefully encouraged to think deeply and independently and specific open-ended questions challenge children appropriately to develop an enquiring mindset. Philosophy for Children and reflection sessions are used to enable children to develop these skills. Children's responses to these are often captured in speech bubbles which are displayed alongside their work. Much of RE is cross-curricular and the use of art, drama, music and design allows pupils to make their own unique responses.

Teaching and learning provides:

- A challenging and robust curriculum based on an accurate theological framework
- An assessment process that has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations, and in which real dialogue and theological enquiry takes pace.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

Time Allocation

The Herefordshire Agreed Syllabus requires a minimum 5% curriculum time for RE (which amounts to 1 hour a week at Key Stage One and 1.25 hours at Key Stage Two. (This is in addition to assembly time.) As a Church school, we make sure that this is fulfilled as a weekly commitment and with extra RE days through the year. The curriculum balance ensures that at least 2/3 is Christianity.

Programmes of Study

The Agreed Syllabus 2015-20 is taught using the Understanding Christianity resource to inform its teaching of Christianity.

In Reception it is linked to the Foundation Stage curriculum through the Early Learning Goals. Christianity is the main religion taught at this early stage, with other religions drawn on as appropriate. They are taught through 'special' themes eg. Special People, Special Places, Special Objects.

At Key Stage One, RE is predominantly about Christianity, with learning about Judaism and Islam.

At Key Stage 2, RE is also predominantly about Christianity, with Judaism, Sikhism and Hinduism and Islam.

Cross Curricular Skills and Themes

Religious Education is taught discretely and has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities and experiences of life. It also makes a clear contribution to Personal and Social Education and often provides a natural focus for the cross-curricular issues of Equal Opportunities, Multicultural Education, and Citizenship.

Approaches

Each child has his/her own book specifically for RE work, but RE also includes creative and practical activities and discussion. These elements are often, but not exclusively captured in the RE Big Books. We benefit from our close ties with the parish church for RE visits and visitors to the lessons.

The Herefordshire Agreed Syllabus emphasises the importance of distinctive RE skills, such as enquiring, questioning, analysing and interpreting, as well as empathising and reflecting. Lessons are planned to develop each skill at a time.

Multi-faith days and workshops are held regularly and provide opportunities for pupils to study other faiths in depth here as well as through RE lessons.

Assessment

RE is planned and assessed against the expected outcomes for each unit. Continuous assessment is supported through the use of Success Criteria for each piece of work. The expectation is that outcomes in RE equal or are better than comparable subjects.

Continuity and Progression

The school uses the Herefordshire Agreed Syllabus to ensure that skills, knowledge, attitudes and key concepts are identified, consolidated and developed through the school.

INCLUSION: providing effective learning opportunities for all pupils

A broad and balanced curriculum will be provided for **ALL** children through setting suitable learning challenges and responding to pupil's individual needs. Communication with the SEN Coordinator facilitates this provision.

Monitoring and Evaluation

The governing body, especially the Foundation Governors, and the coordinator with the diocese and other appropriate external agencies, monitor and evaluate the quality of RE across the school

Withdrawal

Parents have a right to withdraw their child from all or part of the RE curriculum. It would be appreciated if this were discussed with the head teacher before coming to a final decision.

Resources

Resources are taken from a wide base and is reviewed annually and any needs identified. Understanding Christianity is a central resource for this subject. The school has resources boxes and alternative resources are available from resource base at Diocese and through SACRE.

Use of Information and Communication Technology

Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tool to support their learning.

Review

This policy will be reviewed annually and updated as and when appropriate.