

BUNTINGSDALE PRIMARY SCHOOL & NURSERY



RELIGIOUS EDUCATION POLICY

Conventions of the Rights of the Child.

Every child has the right to...

Article 14: Choose their own religion and beliefs.

Article 28: A good quality education. Should be encouraged to go to school to the highest level they can.

Date: June 2021

Review Date: June 2024

Approved by: The Governing Body on 22.06.21

Religious Education (RE) Policy.

1. Curriculum Statement – for Religious Education

Intent

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of Religious Education is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Implementation

RE teaching at our school follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. Religious Education at Buntingsdale CE Primary School and Nursery is taught in accordance with the requirements of the Shropshire Agreed Syllabus (renewed 2019).

The teaching of Christianity is core to the teaching of RE in our school. However, we have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. At Buntingsdale Primary School, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

EYFS and Key Stage 1: Christianity, Hinduism and Judaism

Key Stage 2: Christianity, Islam, Hinduism, and Judaism

Religious Education at our school focuses around six key concepts; Identity, Diversity and Belonging; Practices and Ways of Life; Expressing Meaning; Values and Commitments; Beliefs, Teachings and Sources; Meaning, Purpose and Truth. In order to explore these concepts the children will consider 14 Key Questions which are outlined within The Shropshire Agreed Syllabus

The Shropshire Agreed Syllabus says that:

'Religious Education should enhance learning through helping children:

- to learn **about** religion: developing knowledge and understanding of religious experiences, insights, beliefs and practices
- to learn **from** religion: to deepen or realise their own beliefs and respect the freedom of other people to hold beliefs different from their own, so preparing them for adult life as citizens in a plural society
- to develop an awareness of a spiritual dimension to life
- to develop an awareness that many people believe human life depends on an ultimate being or sustaining creative power, often referred to as God'

Parents have the right to request that their child is withdrawn for Religious Education. Please contact the headteacher in the first instance if you feel this is something you wish to do.

Impact

The children at Buntingsdale Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. It also enables the children to explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

2. Teaching and Learning

In the Foundation Stage and at Key Stage 1 and Key Stage 2, we believe it is important to start with the children's own experiences. Planned RE is taught in weekly blocks once every half term and will relate to the scheme of work chosen by the school. The Scheme of Work is based upon the key questions and statements identified within the Shropshire Agreed Syllabus 2019. There will be occasions when RE teaching relates directly to the themes shared in school assemblies, either as a stimulus or extension activity. From this there will be opportunities for individual and small group follow-up and reflection. There will also be opportunities for whole school focus activities. There is a wide variety of teaching and learning methods that are appropriate to learning from religion. Many are also appropriate for learning about religions. The long-term curriculum plan makes reference to the scheme "Discovery RE" which is used to support class topics. This is an exploratory scheme which focuses upon encouraging children to question and reflect upon different religions, their history, beliefs and practices.

Aims

- To consider important human questions, values and concerns.
- To develop pupils' ability to interpret and appreciate religious imagery and expression.
- To develop a thoughtful and creative attitude to pupils' own experiences, and to formulate their own values and allegiances.
- To know the basic outline of the life of Jesus and how it relates to the main Christian festivals.
- To encourage a range of religious traditions and examine
 - Sacred texts and the leaders that have authority within the tradition
 - Key ideas of God
 - Worship and celebration
 - How faith affects lifestyle and behaviour
- To reflect upon and evaluate religious and moral issues
- To encourage pupils to use their imagination to explore forms of religious expression and to empathise with other views and ways of life.
- To experience a range of stories taken from different religious traditions.
- To make connections between religious stories or teachings and the world as they perceive it.
- To handle religious artefacts in a way that is respectful and indicates a growing awareness of their importance or special meaning for believers.
- To show a familiarity with the more common religious symbols and be able to explain their significance
- To be encouraged to perceive a Spiritual dimension to life
- To have the confidence to express their own beliefs, whether they are religious or not.

3. Assessment

RE has two attainment targets

- Learning about Religion
- Learning from Religion.

Children's skills will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit. Brief notes will be maintained during each unit using age-related expectation assessment grids. Records will include information of core/optional units studied, information on pupils' experiences and outcomes of assessment with reference to evidence. It is not anticipated that teachers will report on all aspects of the two Attainment Targets at any one time, but will be selective, commenting on the range of statements of attainment throughout the Key Stage. The progression statements to monitor progress will be used to support assessment procedures.

4. Planning and Resources

The school has a long term plan for Religious Education which is based upon the Key Questions outlined within The Shropshire Agreed Syllabus. Themes will be planned and delivered through blocked weekly units, with a unit being planned for each half term. By planning in this way lessons will begin by assessing prior knowledge and building upon new learning objectives throughout the focused week. Teachers will use a range of resources to support the blocked units which will be identified within the medium-term planning.

5. Organisation

The school will plan a range of activities in RE, which provides opportunities for children to:

- Visit places of worship.
- Record responses, including observations of the natural environment
- Gather resources and materials, using them to stimulate ideas.
- Explore a range of religious artefacts.
- Develop understanding of the work of religious leaders, from a range of times and cultures.
- Take part in religious celebrations and acts of worship.

6. Early Years Foundation Stage

The EYFS staff team will plan for children to experience RE opportunities through the Knowledge and Understanding area of the EYFS curriculum. The Foundation Stage Class will be included in whole school projects, workshops, events and competitions, where appropriate.

7. Key Stage 1 and Key Stage 2.

RE will be taught in periods of blocked time allowing for the acquisition related knowledge and the development of skills and understanding in depth. Whilst RE will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject.

8. Equal Opportunities

The RE curriculum is delivered in line with the school's Equal Opportunities Policy, which highlights the importance of preventing stereotypical attitudes and perceptions. All children have access to the experiences being provided. The work planned is appropriate to the needs and abilities of the children.

All beliefs and views are given equal respect. As a school, we recognise that although a child may have limitations in other areas of the curriculum, we do not assume that he/she lacks the capacity to respond to the spiritual or religious dimension of life.

9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the RE curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in RE.

10. Role of the Subject Leader

The Religious Education lead will monitor the teaching and learning of RE across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating RE curriculum. They will monitor and evaluate the effectiveness of RE teaching and learning, and liaise and consult with external agencies where appropriate. A range of good-quality RE resources will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging RE curriculum.

11. Parents

A parent or adult with parental responsibility may request that their child be withdrawn from the school premises to receive RE elsewhere, so long as the LA or an academy and the governing body, are satisfied that this will not interfere with the child's attendance at school other than at the beginning or end of any school session. If the parent of a pupil attending an LA-maintained or equivalent academy/free secondary school wishes him or her to receive RE according to the tenets of a particular religious denomination and this cannot conveniently be provided elsewhere, the LA or governing body, in the case of a an academy or free school , is required to allow such education within the school provided it does not consider that because of special circumstances it would be unreasonable to do so, and does not have to meet the cost. The school continues to be responsible for the supervision of any child withdrawn by its parent from RE, unless the child is lawfully receiving religious education elsewhere. We also recognise that on grounds of conscience all staff have the right not to teach religious education.

Policy Agreed: June 21

Policy Review: June 24