

Litton Church of England Primary School



Religious Education Policy

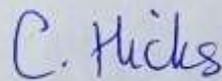
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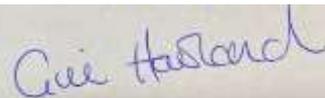
Approved by:

Version:

Signed:



Mrs Caroline Hicks
Headteacher



Mrs Gill Howland
Chair of Governors

Review date	By whom	Summary of changes made	Date implemented
11/05/2023	C.Hicks	Updated policy	11/05/2023

Religious Education (RE) Policy

Legal Requirements RE: statutory requirements and curriculum information

The national curriculum states that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Although there is not a National Curriculum for RE, all schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All schools therefore have a statutory duty to teach RE.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained), which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

Intent

Religious Education (RE) in Litton CE Primary School will enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions, worldviews and for the religious freedom of each person.

RE at our school is a prominent and important role in the lives of all our pupils due to being a Church school. The RE curriculum is planned sequentially to build upon pupils' prior learning and to include many rich experiences, where pupils are stimulated and challenged. Through the 'Understanding Christianity' resource, we aim to develop a deep knowledge and empathy of Christian belief and practice from a theological perspective.

RE at Litton CE Primary School is designed to engage, inspire, challenge and encourage pupils through exploring different religious beliefs, values and traditions whilst developing a rigorous understanding of the practices that are followed in our multi-cultural society. We want them to know how RE promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

The aims of RE at Litton CE Primary School are to ensure that all pupils:

- Support our pupil's understanding of why people choose to follow belief systems, and concepts like god, creator, and life after death.
- Enable our pupils to compare and contrast the ways that people see the world, and their own place within it

- Support them to make informed judgements about what is fact and a range of ‘truths’ that are held by different belief systems
- Provide our pupils with a sound understanding of the Christian system of belief, and understanding how the British culture has developed in line with its historical preeminent role in society
- Introduce and deepen their knowledge of a range of belief systems, to enable them to pursue a spiritual angle to their own life, should they wish.
- Enable pupils with more complex SEND and those who are otherwise disadvantaged, opportunities to become independent learners in RE
- Celebrate the uniqueness of each pupil and provide equal opportunity for every child to shine
- Promote our curriculum drivers to ensure our pupils leave Litton Church of England Primary School as amazing individuals, that they are caring and considerate and continue to be lifelong learners – being inspired by the best that’s been thought and said.

Implementation

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality and within it, the issues of right and wrong and, in essence, what it means to be human. RE develops the pupil’s understanding of Christianity and other principal religions and their traditions as well as views.

RE at Litton CE Primary School is to provide pupils with the opportunities to investigate and reflect on some of the most fundamental questions asked by people, therefore, we intend to develop the children’s knowledge and understanding of the major world’s faiths.

As Litton CE Primary School delivers RE in line with the Derbyshire Agreed Syllabus for RE (2020 – 2025) and the Understanding Christianity resource, the principal aim is to ‘engage pupils in efficient enquiry into significant human questions, which religion and worldviews address. This enables them to develop the understanding and skills needed to appreciate and evaluate varied responses to these questions, as well as develop responses of their own.’

We acknowledge that as pupils grow up they will encounter religious and non-religious responses to some difficult questions about how we should live in a world of difference. Through the teaching of RE, we endeavour to ensure pupils are respectful of one another’s differences, value the uniqueness of each other and grow in understanding themselves and the world in which they live.

At Litton CE Primary School our RE teaching and learning promotes the pupil’s spiritual, moral, social and cultural development (SMSC) by:

- Developing their ability to be reflective about their own beliefs and perspective on life.
- Having a knowledge of and respect for different people’s faiths, feelings and values.
- Developing independence through learning about themselves, others and the wider world in imaginative and creative ways.
- Considering the consequences of their behaviour and actions on others.
- Recognising the difference between right and wrong, applying this to their lives.
- Appreciating and supporting the viewpoints of others in regard to ethical issues.

- Engaging and cooperating effectively with people from a diverse range of belief systems.
- Understanding the wide range of cultural influences in their heritage and that of those around them and appreciating the things we have in common.
- Participating and responding positively to creative, artistic and musical opportunities.
- Embracing cultural diversity locally, nationally and globally.

Principles of Teaching and Learning in RE

In order to make RE a lively, active and exciting subject, we use a diversity of teaching approaches: using a wide range of sources of information, including the local environment, artefacts, pictures, photographs, clips, books, buildings, and people talking about their experience of religions. Pupils also have opportunities to explore RE through stories and poems, music, dance, drama, art and using a wide range of ICT devices where appropriate. Pupils have the opportunity for learning both individually and in collaboration with others. We include exciting visits out of school to places important to the religions being studied. Where possible, cross-curricular links are made to strengthen the children's knowledge, skills and understanding.

RE is a core subject of the curriculum due to being a Church school. We have a statutory responsibility to deliver RE to all pupils. With flexibility, we ensure that sufficient time (a minimum of 5% of the curriculum time) is given in order to enable pupils to meet the expectations set out in the syllabus, ensuring that the curriculum is coherent and shows progression. We use, as a basis for our planning, the Derbyshire Agreed Syllabus and Understanding Christianity. Additional time for RE is spent during the key Christian periods of Harvest, Christmas and Easter.

A long term scheme of work is devised by the RE subject leader, and detailed plans from the Derbyshire Agreed Syllabus and Understanding Christianity are used by class teachers. The progression of these units is subject to change due to different class structures each year. This is reviewed yearly by the RE subject lead.

The effective teaching and learning of RE requires whole school planning in the same format with a need to ensure continuity and progression of knowledge, understanding, concepts, skills and attitudes. Liaison between EYFS, Y1/Y2, Y3/Y4, Y5/Y6 groups are essential. Progression in RE is dependent upon the application of key skills such as - investigating, application skills, reflecting, expressing, empathising, interpreting, discerning, analysing and synthesising.

Teaching and Learning

Each unit of RE begins with a question posed to the pupils. This question allows the pupils to demonstrate their existing knowledge, skills and understanding as well as identify what it is they need to do in order to answer the question. Learning outcomes are selected; there is a balance between the strands as given in the **Agreed Syllabus – Expressing, Believing and Living**. The suggested content in the Derbyshire syllabus is used to support teachers in deciding how to teach creatively and engagingly ensuring that key skills highlighted in the syllabus are developed. In accordance with the structure of the locally agreed syllabus, pupils at Litton CE Primary School study Christianity, Judaism, Islam, Hinduism and Humanism (in Y6).

We recognise the fact that pupils come from a variety of backgrounds and have widely differing abilities, and so we provide suitable learning opportunities for all. Teachers deploy a variety of techniques to enable pupils to learn and to assess their progress these include: whole class teaching, group work and when necessary individual teaching. Teachers also communicate religious teaching

by their everyday witness, based on their own commitment and values. We recognise the fact that all classes in our school have pupils of widely differing abilities, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil.

Cross – Curricular links

RE provides opportunities for links across the curriculum. For example:

- English – reading and writing are essential for the processes of finding out and communicating an understanding of RE. Discussion, drama and role play are important ways for pupils to develop their understanding that people have different viewpoints and perspectives on their world.
- History & Geography – The RE curriculum will be enhanced as pupils learn about the location and characteristics of different countries. Similarly learning about different periods in History will provide depth and background to the RE curriculum.
- ICT – by providing a range of information sources to enhance knowledge, by providing access to images of people, places and environments. RE teaching can be enhanced by source material from the internet.
- PSHE – by exploring key themes of the PSHE curriculum, pupils are provided with further opportunity to question the world around them.
- Art – religious beliefs and teachings are often expressed through the arts. Evaluating and asking questions about artwork can enhance pupil’s understanding

Impact

RE in the Early Years

Pupils in Reception encounter religion through special people, places, books, time and objects and by visiting places of worship. They listen to and talk about stories, are introduced to new vocabulary and use their senses to explore beliefs, practises and ways of expression. RE provides an opportunity for them to ask questions and to explore the wider world in which they live. RE is taught discretely, and the planning, assessment and delivery is underpinned by the principles and Early Learning Goals in the statutory framework for the EYFS.

RE in KS1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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RE in KS2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources

and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

End of Key Stage 2 Outcomes RE should enable pupils to:		
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Roles and Responsibilities

The RE Subject Leader will contribute to the religious leadership of the school. They will work closely in collaboration with the local church and Derby Diocese Board of Education. The subject leader is responsible for:

- Leading effective teaching and learning in Religious Education through CPD, monitoring, evaluation and feedback
- Supporting the leadership of the school in promoting the Christian identity of the school and engagement in the Vision
- Contributing to the school's improvement goals in learning, teaching and community engagement
- Directing the school's liturgical life and mission and justice programs
- Being accountable to the Head Teacher and Governors

Provision and Withdrawal

Religious Education must be taught to all registered pupils in maintained schools, except to those withdrawn by their parents. Religious Education should be provided for all registered pupils except

for those withdrawn at the request of their parents. (s 71 SSFA 1998). Education Act (2002 Section 80 (1)(a); (2) (a) (b))

RE must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Education Act (1996 Section 375 (3)) School Standards and Framework Act (1998, Schedule 19, para.5)

Parents/carers are to be informed of the theme for the RE sessions on the school website. If a parent/carer wishes to withdraw their child from RE lessons, they may do so. The school has a duty to supervise the pupil, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. This is to be agreed by the relevant stakeholders. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.

Equal Opportunities

RE can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. RE has a lead role in combating prejudice and negative discrimination within school and the surrounding community. Pupils are taught about stereotypical views and appreciating (positively) differences in others in a supportive and respectful atmosphere without fear of embarrassment or ridicule.

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

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

When considering barriers which may affect a pupil's learning in RE, teachers act accordingly using support from the relevant specialist or documentation, for instance an Education, Health and Care plan (EHC) and tailoring the RE curriculum carefully to the special needs of the pupil.

Assessment and Reporting

Assessment aims to assist pupils in understanding their own progress, aid teachers with the teaching cycle, as well as informing the monitoring of progression and attainment. High quality lesson plans provide specific learning intentions and outcomes to help teacher's assess progress and are used to inform the end of year reports to parents. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit. The subject leader is also responsible for carrying out work scrutinises, evaluations of lesson planning, conducting pupil interviews, discussions with pupils, staff, governors and parents as well as carrying out lesson observations and learning walks. A portfolio of work is maintained in pupil's RE books as evidence and to support the assessments carried out by teachers.

Resources and Equipment Management and Organisation of RE

RE is financed from the school budget. It is the responsibility of the subject leader to update or replace any resources.

Monitoring and Review

Headteacher, Religious Education Subject Leader and the Governors are responsible for monitoring the standards of the pupil's work and the quality of the teaching. RE resources, planning and implementation are regularly reviewed.