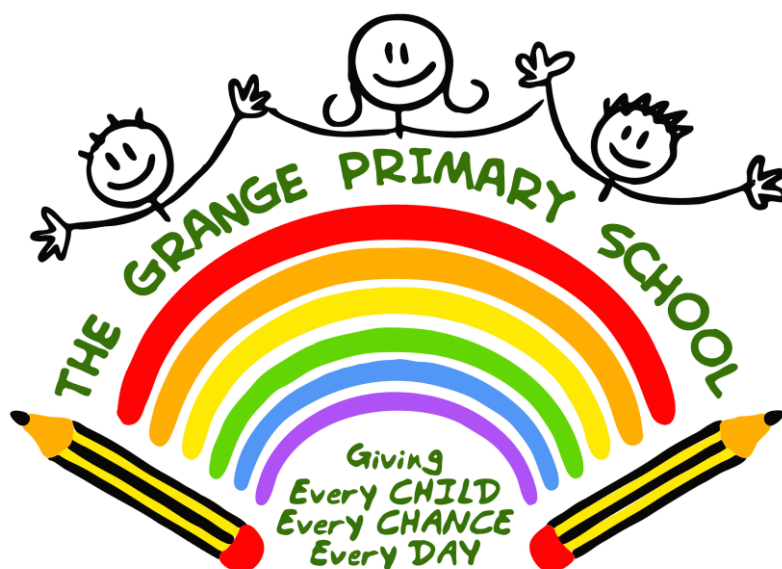


## Religious Education Policy



July 2020

Review: July 2023 – unless there are changes required sooner, in which case this policy will be reviewed earlier.

## **Legal Requirements**

Religious Education at The Grange Primary School conforms to the Education Reform Act (1988) for non-denominational schools. Our RE curriculum is provided in line with and meets statutory requirements, which are that:

- The curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school.
- The religious education programme must reflect the fact that the religious traditions in Great Britain is mainly Christian, whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain (Sections 2(1) a and 8(3) Education reform act 1988).
- The religious education provided shall be in accordance with the locally agreed syllabus for Lincolnshire.

## **Aims and Objectives of Religious Education**

We teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be:

“Our pupils’ ability to hold balanced and well-informed conversations about religion and belief”.

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE are:

- To enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences.
- To develop pupils’ knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Scunthorpe and Great Britain.
- To affirm each pupil in her/his own family tradition, religious or non-faith, and through that to promote awareness, respect and sensitivity for the traditions of other people.
- To provide opportunities for the cultivation of pupils’ spiritual, moral, social and cultural development.
- To support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live.
- To enable pupils to develop an awareness and respect of the multi-faith community they are part of.
- To provide opportunities for children to visit places of worship and meet with believers of different faiths to generate curiosity. Through these experiences, it is hoped that children will develop skills of investigation, enquiry and reflection.

## **Intent and Implementation (Planning and the Delivery of RE)**

We plan our religious education curriculum in accordance with the Lincolnshire Agreed Syllabus. RE will be based around termly themes. At KS1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity, Islam and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at The Grange Primary School, although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum.

We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral, social and cultural elements. Our planning ensures that pupils are receiving a balance of believing (theology), living (human/social sciences) and thinking (philosophy) through the curriculum, as well as making sure that they are continuously building on prior learning.

We carry out curriculum planning in three phases: Long-term (see appendix A), medium term and short term planning. The long term planning maps out specific RE units that each year group covers. The medium term plan gives details of the units and the objectives to be taught, and the short term plan specifies the activities and resources for each lesson. In the event of a mixed-age class, we will carry out the medium term planning on a two-year rotation cycle. By doing so, we will ensure that children have complete coverage of the agreed syllabus and do not repeat units.

### **Time Allocation**

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete hour-long lessons per week/in a range of ways, including discrete weekly/fortnightly lessons and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

**RE curriculum time does not include values lessons, collective worship or assembly.**

The table below indicates the religions that must be covered as a statutory requirement from the Lincolnshire Agreed Syllabus.

<b>KS1 (Y1 &amp; Y2)</b>	<b>KS2 (Y3, Y4, Y5 &amp; Y6)</b>
Christianity	Christianity
Islam	Islam
	Hinduism

### **Impact (Assessment and record keeping)**

We teach to the attainment targets of the Lincolnshire agreed syllabus for RE in relation to assessment of progress and attainment in RE. The end of key phase expectations are linked to the three core disciplines that underpin the teaching of RE; Believing, Living and Thinking. We provide an annual report on each child's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work.

### **Impact (Monitoring and Review)**

We adopt a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. Monitoring of the standards of children's work and the quality of teaching in RE is the responsibility of the subject team.

This is done by:

- Planning scrutiny
- Assessing children's work
- Pupil interviews
- Lesson observations
- Learning walks

The work of the RE subject team also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The RE subject team liaises with the head teacher and governors in the form of a yearly subject report. The team evaluates the strengths and weaknesses in the subjects and indicates areas for further improvement. The RE subject team has specially allocated time (when needed) to fulfil this role.

### **Differentiation and Access**

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping. RE is planned to take account of the needs and abilities of all pupils. Careful differentiation will take place to ensure that all pupils, including children with SEND, can contribute to, and benefit from, the RE provision in school. RE forms part of our commitment to provide a broad and balanced education to all children. It is the responsibility of the class teacher to provide a curriculum that is inclusive.

### **British Values**

The government set out its definition of 'British Values' in the 'Prevent Strategy' (2011), which was designed to prevent the extremism and religious radicalisation of young people. The basic principles of British Values are considered by the present government to be;

- **Democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.**

With a congregation of mainly monoculture and white British we aid our delivery and appreciation of religions by having visitors into school, assemblies, cultural themed days and trips to places of worship as well as providing cross curricular links to focus on different faiths (e.g. Jigsaw). The RE curriculum is designed for children to appreciate similarities and differences between individuals and groups of people including those of faith. By raising children's awareness of the different faiths they have in their own community, respect and tolerance can be developed.

### **Communication skills**

Effective communication is the key that helps us to deepen our connections to others and improve team work, decision making and problem solving. Speaking and listening is promoted in RE lessons: opportunities are provided to speak to people of different people; to discuss own experience; compare different beliefs and asking and answering questions. At The Grange Primary School, we have adopted KAGAN structures which promote talk and thinking. Children are provided with extensive opportunities to talk and share their ideas.

### **Withdrawal**

We acknowledge the rights of parents to withdraw their child(ren) from RE. We aim to provide an open and inclusive curriculum which can be taught to all pupils, therefore we don't anticipate any requests for withdrawal. Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to


communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision.

If parents/carers choose to withdraw their child from these lessons, this will also include assemblies. Parents/carers are to provide the child with work in relation to their child's belief to complete **independently**, during the periods that RE lessons and assemblies are happening. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing*.

### **Neutrality of staff**

Staff should ensure that they do not represent a particular faith or denomination when they are teaching about religions. They must use phrases such as, 'Christians believe..' 'Muslims believe...' etc.

**Appendix A (RE Units)**

	<b>Using the Eriding SACRE agreed syllabus</b>	<b>Using the Lincolnshire Agreed Syllabus</b>	
<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>1</p>	<p><b>Unit 1.1</b> Looking at me, looking at you.</p>	<p><b>God:</b>What do people believe about God? (Christianity) <b>Believing</b></p> <p><b>Community:</b> How do people express their religion and beliefs? (Christianity) <b>Living</b></p>	<p><b>God:</b> God: What do people believe about God? (Islam) <b>Believing</b></p> <p><b>Community:</b> How do people express their religion and beliefs? (Islam) <b>Living</b></p>
<p>2</p>	<p><b>Unit 2.1</b> Belonging</p>	<p><b>Being Human:</b> How does faith and belief affect the way people live their lives? (Islam) <b>Believing</b></p> <p><b>Life Journey:</b> How do people mark important events in life? (Islam) <b>Living</b></p>	<p><b>Being Human:</b> How does faith and belief affect the way people live their lives? (Christianity) <b>Believing</b></p> <p><b>Life Journey:</b> How do people mark important events in life? (Christianity) <b>Living</b></p>
<p>3</p>	<p><b>Unit 3.1</b> Remembering</p>	<p><b>God:</b> What do people believe about God? (Hinduism) <b>Believing</b></p> <p><b>God:</b> What do people believe about God? (Islam) <b>Believing</b></p>	<p><b>God:</b> What do people believe about God? (Christianity) <b>Believing</b></p>
<p>4</p>	<p><b>Unit 4.1</b> Belief in the community</p>	<p><b>Community,</b> worship and celebration: How do people express their religion and beliefs? (Hinduism) <b>Living</b></p> <p><b>Community,</b> worship and celebration: How do people express their religion and beliefs? (Islam)</p>	<p><b>Community,</b> worship and celebration: How do people express their religion and beliefs? (Christianity) <b>Living</b></p>

		<b>Living</b>	
5	<b>Unit 5.1</b> Expressions of faith	<p><b>Being human:</b> How does faith and belief affect the way people live their lives? (Hinduism) <b>Believing</b></p> <p><b>Being human:</b> How does faith and belief affect the way people live their lives? (Islam) <b>Believing</b></p>	<p><b>Being human:</b> How does faith and belief affect the way people live their lives? (Christianity) <b>Believing</b></p>
6	<b>Unit 6.1</b> Justice and freedom	<p><b>Life journey,</b> rites of passage: How do people mark important events in life? (Hinduism) <b>Living</b></p> <p><b>Life journey,</b> rites of passage: How do people mark important events in life? (Islam) <b>Living</b></p>	<p><b>Life journey,</b> rites of passage: How do people mark important events in life? (Christianity) Living</p>