



## **RELIGIOUS EDUCATION POLICY**

### **NATIONAL AND LEGAL FRAMEWORK**

Religious Education at Brigstock Primary School will be provided in line with the legal requirements.

These are that:

- the basic curriculum will include provision for Religious Education for all pupils on the school roll;
- the content of Religious Education shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the Religious Education which is provided shall be in accordance with the Peterborough Diocesan Syllabus for Religious Education and incorporate and be enriched by the Understanding Christianity resource.

### **POLICY STATEMENT**

At Brigstock Primary School, all of our teaching and learning in Religious Education reflects our Christian Values, is fully inclusive and promotes equality of opportunity for all pupils and staff.

Through this and in the general ethos of our school, we seek to promote our mission statement:

*'Forward thinking and creative, valuing faith, tradition, community and achievement'*

### **RATIONALE**

Our aspirations for all our children is that they should be successful learners, confident individuals, responsible citizens and effective contributors to the society in which they live.

The purpose of Religious Education at Brigstock Latham's Primary School is to make a major contribution to the spiritual, moral, social and cultural development of our pupils by helping them to acquire the knowledge and understanding of Christianity and other major religions represented in Britain and across the globe. By providing a caring environment where the children feel secure, they are encouraged to express their own views and beliefs whilst developing a respect and sensitivity for the beliefs and views of others. Children are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community. It also helps them develop their own beliefs, traditions, values, thoughts

and ideas. Religious Education seeks to enable pupils to both learn about religions (AT1) and from religions (AT2).

### **WHOLE SCHOOL AIMS AND OBJECTIVES**

The principle aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.

Within the framework of the law and the Agreed Syllabus, our aims in Religious Education are for pupils to:

- know about and understand Christianity as a diverse global faith through the exploration of core beliefs, using an approach that critically engages with biblical texts;
- gain knowledge and understanding of a range of world religions and worldviews, appreciating diversity, continuity and change within the religions and worldwide views studied;
- acquire and develop knowledge and understanding by exploring issues within and across faiths so that pupils learn to understand and respect different beliefs, values and traditions and their influence on individuals, societies, communities and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues which arise from reflection on human experience and a study of religious beliefs and practice;
- engage with challenging questions of meaning and purpose raised by human existence, experience and behaviour;
- recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places;
- enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives
- explore their own religious, spiritual and philosophical ways of living, believing and thinking

### **SMSC DEVELOPMENT**

Our RE curriculum aims to contribute and support the SMSC development of our pupils in many ways. The lists below, details some of these.

#### **RE contributes to a student's spiritual development by:**

- self-awareness – offering opportunities for pupils to explore and reflect upon their own views and how they have been formed and how these develop over time;
- curiosity – encouraging pupils to think critically and question critically, such as continually posing the Big Question throughout a topic;

- reflecting upon their own views and values, as well as those of others and to consider the impact of these values;
- discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth;
- learning about and reflecting upon important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice;
- valuing relationships and developing a sense of belonging;
- promoting an ethos of fairness and mutual respect in the classroom;
- considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain;
- encouraging pupils to respond with awe and wonder by exploring the some of the marvels and mysteries of the natural world, human ingenuity and questions that often can't be answered.

**RE contributes to a student's moral development by:**

- enabling pupils to value themselves and others.
- exploring the influence of family, friends and other sources on moral choices and how society is influenced by teaching and guidance from religions and beliefs.
- considering what is of ultimate value both to pupils and people within religious traditions.
- developing an understanding in religion of the key values and moral choices
- considering ethical issues especially justice which promotes racial and religious respect.
- reflecting on the importance of rights and responsibilities and developing an sense of conscience.

**RE contributes to a student's social development by:**

- social insight - considering how religious and other beliefs lead to particular action and concerns;
- shared values – providing opportunities to consider values which are or should be part of society;
- moral sources – reflecting upon where ideas about how we should behave come from, whether these be religious or non-religious, teachings or traditions;
- influences – providing opportunities to explore and reflect upon the influence on individuals of family, friends, the media, social (online) media, and wider society and how behaviour can be affected;
- reflecting upon the importance of friendship and positive relationships;

- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions;
- role models – providing opportunities to explore local role models (in school & community) and other, famous role models;

**RE contributes to a student’s cultural development by:**

- encountering people, stories, artefacts and resources from different cultures;
- promoting respect for all, combating prejudice and discrimination;
- challenging stereotypes of religion and beliefs.

**RE and Fundamental British Values** (please see appendix 2 for more details)

RE provides a key context in which to develop students’ understanding and appreciation of diversity, to promote shared British and Christian Values and to challenge racism and discrimination in:

- the school community
- the community within which the school is located
- the UK community
- The global community

**THE RIGHT OF WITHDRAWAL**

We firmly believe that Religious Education is an important subject in student’s learning. We fully recognise the legal right of parents to withdraw their children from all or part of RE provided they give the school written notification. We do encourage the parents to contact the Head teacher or Subject Leaders if they have any questions about RE provision or practice at the school.

**EQUAL OPPORTUNITIES**

In keeping with the aims of the school policy for equal opportunities, the teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities regardless of their religious beliefs, gender, race, ability, social background or physical capacity. RE aims to celebrate and appreciate cultural diversity through a variety of materials, tasks and experiences, in order to reflect the cultural diversities of our society.

Religious Education looks at moral codes and values that underpin people’s behaviour. It promotes values and attitudes that develop respect and sensitivity for others and enables discussion of a range of views, opinions and beliefs which help to prepare children to become valuable citizens in a culturally diverse society. We try to ensure that visitors from different Faith Communities and cultural backgrounds and visits to places of worship both within the immediate community and the wider

community are planned into the RE Programme of Study where possible. This helps to develop community cohesion through Religious Education.

### **CONTEXT**

The context of RE at Brigstock Primary School is that of a small village primary school, serving children in the age range 4-11

We work to the Northamptonshire Agreed Syllabus.

We recognise the variety of religious and non - religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of members of local faith communities in RE and in general.

### **TIME ALLOCATION**

RE is part of the basic curriculum and all schools are required to teach RE to all pupils on the school roll, except where parents exercise their right of withdrawal. The Diocese of Peterborough Board of Education strongly recommend a minimum allocation of curriculum time for RE based upon the law and the Statement of Entitlement from the Church of England Education Office: ***Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%.***

In practice, this means:

- A minimum of 36 hours of RE in EYFS (e.g. 50 minutes a week or as part of continuous provision).
- 36 hours per year at Key Stage One (e.g. an hour a week or less than an hour a week plus RE days).
- 45 hours per year at Key Stage Two (e.g. an hour and a quarter a week or less than an hour and a quarter a week plus RE days).

### **SCHEME OF WORK** (please see Appendix 1 for the LTP).

A scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Peterborough Diocese Syllabus for Religious Education. RE will be based around termly themes or thematic units posing a Big Question at the beginning of each unit.

In EYFS, the children will be introduced to the Christian faith, traditions and beliefs and the beliefs and traditions of other people around the world by exploring topics such as special people, books, times, places and objects.

In Key Stage One Christianity, Islam and Judaism will be the major religions studied.

In Key Stage Two pupils will learn about Christianity throughout the key stage, and will also have major learning opportunities with regard to Hinduism and Sikhism in Years 3 and 4, and Islam and Judaism in Years 5 and 6. Throughout the Key Stage, there will also be thematic units which provide the children with opportunities to study and compare all world religions and those who have no faith in God but may still live by a set of values.

In addition, each term; Autumn, Spring and Summer, we will have a dedicated RE focus day in which the children will be able to explore a Christian belief, traditions or concept in greater depth in a creative and interesting way. These themes will be Christmas, Easter and Our Wonderful World.

### **TEACHING AND LEARNING STYLES**

At Brigstock Primary School, RE plays an important part in our broad and balance curriculum to which all pupils are entitled to. High quality learning experiences are designed and provided by careful planning using the Peterborough Diocesan Syllabus for Religious Education.

In order to make Religious Education a lively, active and interactive subject, we employ a variety of different teaching and learning styles to promote a range of skills such as reasoning, enquiry and research. Examples of active learning strategies and activities which we use are:

- Dramatic conventions
- Group work
- Periods of individual and group stillness and reflection
- Use of music, art and cookery
- Artefact handling
- Multi - sensory approaches
- Visits and visitors
- Use of ICT
- Use of photos, posters and DVDs
- Group and class discussions and debates

Cross curricular work is encouraged, in line with whole school policy on teaching and learning.

### **MATCHING WORK TO PUPILS' NEEDS**

Whole school policy with regard to special educational needs, the gifted and talented and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This, of course, may not relate to their general educational 'ability'.

### **SPECIAL EDUCATIONAL NEEDS**

RE contributes towards the policy by ensuring that pupils with learning difficulties are able to:

- Develop their self-confidence and awareness;
- Understand the world they live in as individuals and as members of groups.
- Bring their own experiences and understanding of life into the classroom.

- Develop positive attitudes towards others, respecting their beliefs and experience.
- Reflect on and consider their own values and those of others.
- Deal with issues that form the basis for personal choices and behaviour.

Access to RE for pupils with learning difficulties can be improved by:

- Using sensory materials and resources through sight, touch, sound, taste or smell, for example, music, tactile artefacts, plants in a sensory garden.
- Giving pupils first hand experiences, for example, visitors to schools, visits to religious buildings, involvement in festivals.
- Organizing a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments.
- Helping pupils to understand and appreciate their world and its diversity.
- Using a range of resources, for example, interactive/sensory stimuli, information and communication technology (ICT), to increase pupils' knowledge of religions and the elements in them.
- Using specialist aids and equipment.
- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves.
- Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, role-play, music making, presenting work as a painting instead of writing.
- Being aware of the pace at which pupils work and of the physical and mental effort required.
- Balancing consistency and challenge, according to individual needs.

### **VERY ABLE AND/OR TALENTED**

Very able and/or talented pupils in RE are identified by teachers as those pupils who:

- Show high levels of insight into and discernment beyond, the obvious and ordinary.
- Make sense of and draw meaning from religious symbols, metaphors, texts and practices.
- Are sensitive to, or aware of, the mysteries of life and have a feeling for how these are explored and expressed.
- Understand, apply and transfer ideas and concepts across topics in Religious Education and into other religious and cultural contexts.

It is important that the full range and scope of Religious Education activities and learning experiences give pupils access to high levels of attainment. For example, pupils who are very able in Religious Education should be appropriately challenged by:

- Using a variety of challenging questioning strategies to explore religious phenomena.

- Setting extension tasks to encourage greater depth of understanding.
- Using authentic materials from a faith.
- Focusing on interpretation of symbol, metaphor, text and story and the ways in which these stimulate reflection on meaning and discernment.
- Challenging and developing use of spoken and written religious language with both sacred texts and general literature.
- Teaching pupils correct terminology and language needed to handle sophisticated religious, spiritual, ethical and philosophical questions ideas and materials.
- Using questions and tasks from later key stages to stimulate responses through argument, analysis and prediction.
- Encouraging pupils to make connections between their work in RE and other subjects.

### **ASSESSMENT, RECORDING AND REPORTING**

In line with the requirements of the Peterborough Diocesan Syllabus for Religious Education, we use age related descriptors to help make judgements about pupil progress and attainment. Pupils’ work in RE is assessed by making informal judgements both by staff and the pupils themselves during lessons and at the end of a unit of work. These judgements are used by the teacher to decide ‘where next’ within a lesson and within the unit, as well as the next time that particular skill, attitude or knowledge is encountered.

All teachers have the descriptors, which they can draw upon for setting lesson objectives, end of unit evaluations and for reporting to children, parents and staff as appropriate. An annual report for RE informs parents of their child’s progress as required by law.

### **MONITORING, EVALUATION AND REVIEW**

We intend that this policy should operate for the next year and then be fully reviewed by all staff and governors. The coordinator’s role includes monitoring and evaluation of this policy in practice. We will maintain a ‘self-evaluation’ of our RE work in readiness for inspection.

**Reviewed November 2019**

**Adopted by the Governing Body**

**On .....**

**Signed .....**

**Review Date:**