



## Reedness Primary School Religious Education Policy



### **Intent**

At Reedness Primary School, we believe that RE has an important role to play in helping children to understand the world around them. In line with the Approved East Riding Syllabus, the aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of religious and nonreligious beliefs and worldviews, practices and ways of life; to appreciate the way that religious beliefs shape life and our behaviour; develop the ability to make reasoned and informed judgements about religious and moral issues; understand Modern British Values and enhance their spiritual, moral, social and cultural development. This is particularly important, given that we recognise that we are not situated in a particularly ethnically or religiously diverse geographical area.

Religious Education has a holistic approach and is taught throughout the school, reflecting the overall aims, values, and philosophy of the school. Religious Education plays an important role and intertwines with many other curriculum areas, particularly PSHE, in promoting the understanding of Modern British Values, social awareness and the spiritual, moral, social, and cultural development of our children.

### **Implementation**

Our RE curriculum is taught in accordance with the East Riding SACRE Agreed Syllabus for Religious Education and World Views. Teaching provokes challenging questions about meaning and purposes in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils learn about and from religious and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching equips pupils with a systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It develops in pupils an aptitude for dialogue so they can participate positively in our society with its diverse religions and worldviews. Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.

The statutory requirement for RE does not extend to children under compulsory school age but it can form a valuable part of the educational experience of children in the EYFS. The principles and practice of EYFS offer good opportunities for RE

Key Stage 1 and Key Stage 2 classes receive around an hour of RE and World View teaching each week. Where relevant and appropriate, some of this may be blocked to provide a

concentrated focus, as long as the requirements are met. RE big books will be updated within the school on a regular basis to reflect teaching and learning.

The teaching objectives are taken from the local authority curriculum for KS1 and KS2. These describe learning objectives for knowledge, understanding, reflection and response. The objectives are within three Fields of Enquiry (Theology, Philosophy and Social Science) running through the Key Stages, progressively building up the core concepts, skills and attitudes of RE.

Our progression document clearly lays out the objectives, vocabulary, stories and associated content for each year group from Foundation Stage to Year 6.

In Foundation Stage and Key Stage One half of the content taught is the Christian faith. The other major worldviews given detailed consideration are Islam and Humanism. Key Stage Two children continue with these plus Buddhism. Further religions are taught to a lesser degree and 'dipped into' as appropriate.

Activities in the classroom will be varied to cater for different learning styles. As far as possible children are provided with practical, first hand experiences. They will study the religions through use of artefacts, guest speakers and visits (whether in person or virtually) where these can be arranged. Secondary resources such as books, DVDs and the internet should also be accessed in order to provide children with further knowledge to develop and heighten their religious understanding. Inclusive language ("We believe....") should be avoided in favour of a more open approach: e.g. "Some Christians believe..."; "Some people believe..." etc.

Cross curricular links can be made with literacy, music, drama, art and PSHE. Computing connections are made wherever possible: including the presentation of information, use of media clips, virtual tours of places of worship and independent or group research using the internet. Links are also encouraged with history and geography (particularly mapwork) where practicable.

All children, regardless of gender, race or background, will have an equal entitlement and access to the entire RE curriculum at an appropriate level for their ability. Care will be taken to ensure that teaching does not unintentionally allow stereotypes of any cultures or societies. The school will ensure that the SEND policy aims are met in this curriculum area.

Teaching RE to pupils with special educational needs, including 'Gifted and Talented', requires particular attention. When pupils are required to talk or write about an aspect of RE, care must be taken to allow pupils with language difficulties to express themselves adequately. Religious images, artefacts and materials can enable all pupils to enjoy and access the work, including those with physical disability. If necessary for any particular children, there are units of work adapted for SEND needs (available on the Agreed Syllabus website) based on a more sensory approach.

A wide range of resources is necessary for this subject to ensure various approaches are utilised in delivering the curriculum. Artefacts and resources including books, big books, photo packs, artwork, videos and DVD's are stored in school for this use. It is the responsibility of all staff to care for these resources appropriately and return them to their correct place where they are kept after use. If anything is broken or missing, please inform the subject co-ordinator.

### **Impact**

All pupils in our school are educated to develop spirituality, academically, emotionally and morally, to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing multicultural world.

Pupils will demonstrate strong foundations on skills and attitudes that enable them to participate fully in, and contribute positively to, life in modern Britain by making a positive contribution to society. Pupils respect people in the wider community, including their beliefs, traditions, culture, language and history. They will foster a sense of awe, respect and wonder with relation to the range of experiences associated with life and the world around them.

Assessment should be an integral part of the teaching and learning activities. Staff assess children's learning, providing a clear picture of any gaps that children may have in their learning. This on-going formative assessment is then used to inform summative data which is reported to parents in the summer term. Evidence of children's work, development and understanding can include photos, display work and recorded work. SLT and subject co-ordinators use a combination of pupil voice, learning walks and book reviews to monitor curriculum areas. This allows staff to continuously strive to improve standards.

### **Health and Safety**

Teachers will undertake an appropriate 'risk assessment' before starting a new activity. Some activities, being potentially more dangerous than others, need planning in accordance with the school Health and Safety Policy. Any planned trips will follow the school policy and have associated Risk Assessments. If food is being tasted it is important to follow the school policy regarding allergens.

### **Withdrawal from Religious Education**

Parents may withdraw their child from Religious Education provided they give written notification to the school and the Head Teacher. It is preferred that parents first discuss any issue with the Head before making this decision. Teachers (including Head Teachers) can exercise their right to withdraw from teaching the subject as outlined in the Education Reform Act 1988.

### **Role of the R.E Co-ordinator**

- Implement the East Riding Syllabus
- Update Senior Management and staff of any new developments or issues in the subject
- Support and liaise with colleagues about the delivery of the curriculum
- Monitor and evaluate progression of learning and ensure work quality is in line with that in literacy books
- Monitor the resources and ensure they are adequate
- Advise on assessment and recording for RE
- Attend the local cluster meetings for RE each term where possible
- Write and review the curriculum policy

### **Role of the Head teacher**

- In collaboration with the Curriculum Leader, to monitor the implementation of the policy, including monitoring teaching in classrooms.
- To ensure that the governing body is informed about the progress and profile of RE in school.
- Deploy support staff to maximise support as appropriate.

### **Review and Monitoring:**

This policy will be reviewed by the Governing Body.

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Date: September 2024

Date to be reviewed: September, 2026

Approved by: Governing Body

Signed: M.Herbert