

ASHTREE PRIMARY SCHOOL & NURSERY

Policy for Religious Education

Agreed by the Governing Body	Date: Spring 2021
Review Date	Date: Spring 2024
Person(s) Responsible	Governors/Headteacher/Co-ordinators/ Staff

BACKGROUND TO RELIGIOUS EDUCATION AT ASHTREE SCHOOL:

Religious Education (RE) is not a National Curriculum subject, but must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. It is a necessary part of a broad and balanced curriculum.

Schools Standards and Framework Act 1998, Schedule 19: Education Act 2002, Section 80.

See also section 78 of the 2002 Education Act, which applies to all maintained schools.

Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.

As RE is not nationally determined a locally agreed syllabus. RE is prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority. It is this Hertfordshire Agreed Syllabus of Religious Education 2017-2022, which we have used as the basis of our planning and delivery of RE.

Families who send their children to Ashtree Primary School and Nursery are children who are from religions other than Christianity and some from non-religious backgrounds. Our school is committed to valuing the opinions, beliefs and practices of all and to showing sensitivity to minority groups.

PURPOSE OF STUDY AND AIMS:

We believe at Ashtree Primary School and Nursery that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

- 1. Purpose of Study:** At Ashtree Primary School and Nursery we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions (*Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism*) and worldviews (*Humanism and Atheism*) which give life value. RE aims to enable pupils to become religiously and theologically literate. *'Religious literacy' focuses on the human experience of religion and belief and the development of skills for expressing these experiences.* *'Theological literacy' focuses on the big concepts upon which religions are founded, such as God, creation and the afterlife and the development of skills for expressing these concepts. These big concepts are explored through the non-statutory additional*

This will allow children to be able to engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

Aims: The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**. **Sources of wisdom include:** sacred texts, psalms, hymns, prayers, poems, letters, paintings, icons, artefacts and people.

Sources of wisdom and their impact. *All pupils should:*

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

Personal and critical responses. *All pupils should:*

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

CONTENT AND APPROACH

From Reception classes to Year 6 pupils must:

- be follow a coherent and systematic study of the principal religion of Christianity across each key stage and
- be introduced to the other five principal religions represented in Great Britain by the end of Key Stage 2

EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child's awareness of self, their own community and their place within this.
Years 1 and 2	A minimum of two religions are studied. Christianity and at least one other religion. Our focus is on Judaism, Islam and Hinduism the predominant local religions and beliefs represented. Pupils also learn from other religions in thematic units.
Years 3 and 4 Years 5 and 6	A minimum of four religions are studied. Christianity and at least three principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth. Pupils also learn from other religions and worldviews in thematic units. Lower KS2 – Christianity (Islam, Hinduism, Sikhism). Upper KS2 – Christianity (Judaism, Buddhism). All six principal religions are introduced or revisited by the end of the key stage 2.

Teaching the programmes of study contributes to developing religious and theological literacy through religions and worldviews. We explore eight key areas of learning within each teaching year group to meet the aims of our curriculum (in no particular order).

Beliefs and practices

Sources of wisdom

Symbols and actions

Prayer, worship and reflection

Identity and belonging

Ultimate questions

Human responsibility and values

Justice and fairness

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, pupils are actively engaged in learning.

TIME ALLOCATION FOR RE

In line with the requirements of the Hertfordshire Agreed Syllabus of Religious Education 2017-2022:

At EYFS RE is delivered flexibly according to the statutory requirements of the EYFS

At Key Stage 1 pupils spend 60 hours over 2 years (approximately 10 hours per term)

At Key Stage 2 pupils spend 156 hours over 4 years (approximately 13 hours per term).

These minimum time requirements include visits and RE curriculum days but not school productions related to festivals, assembly or collective worship time.

(See Collective Worship policy).

WITHDRAWAL

At this school it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE ((DfES Circular 1/94 para 44-49). Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from RE. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes to withdraw their child is expected to consult the Headteacher. Teachers may also withdraw from the teaching of RE.

ASSESSMENT, RECORDING AND REPORTING

The Hertfordshire Agreed Syllabus for Religious Education 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as a requirement outlined in the syllabus. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against expected learning outcomes wheels for assessment and in line with other areas of

the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

As a staff we have undertaken moderation exercises to ensure that we are familiar with the requirements and what they mean in the context of a pupil's work.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

PLANNING

In order to ensure that our aims are met and the Programme of Study is covered at each Key Stage the school follows the enquiry based approach set out in 'Religion for Today and Tomorrow' non-statutory guidance supporting the Hertfordshire Agreed Syllabus of Religious Education 2017-2022/ some additional elements of the previous Hertfordshire Primary Scheme of Work for RE (2012-2017) have been retained. Our long term planning builds-in coverage of and progression in both the content and concepts outlined in the eight key areas of learning. Our schemes of work ensure that pupils have encountered and explored the religions through the EYFS and Key Stages 1 and 2. We have used a combination of teaching RE through the creative curriculum, RE days and as a separate subject, depending on the material which has to be covered.

Short term planning of individual lessons is a matter for the class teacher. The RE Subject Leader is available to help with this and keeps a range of teachers' resources as a guide. When planning each unit of work; the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of all pupils.

CROSS CURRICULAR APPROACHES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.

LEADERSHIP AND MANAGEMENT

The RE subject leader manages this area of the curriculum in line with their job description for subject leaders.

The role of the Religious Education Co-ordinator

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Religious Education throughout the school
- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- Monitor progress in Religious Education and advise the Headteacher on action needed
- Take responsibility for the purchase and organisation of central resources for Religious Education
- Keep up-to-date with developments in Religious Education and disseminate information to colleagues as appropriate.

EQUAL OPPORTUNITIES

All children, regardless of race and gender, are ensured by the rigorous application of the school's Equal Opportunities Policy.

PUPILS WITH SPECIAL NEEDS

In RE we aim to prevent any barriers to learning and participation for any pupil. As far as possible, resources and adult support are delegated to meet SEN and Inclusion needs, to encourage independent learning and to improve the classroom experience for all pupils. Individual Education Plans are implemented, as appropriate, after discussions involving parents, pupils, staff and external agencies.

MOST ABLE

All teachers are aware of pupils in their class who are on the Register of Most Able pupils. The needs of Most Able pupils may be met by enrichment, extension or acceleration activities as appropriate. The curriculum may be enriched by additional resources/materials or extending a pupil's thinking skills where possible.