



Religious Education Policy

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Contents

KEY OBJECTIVES	3
PURPOSE	3
GUIDELINES	3
SMSC – SPIRITUAL, MORAL, SOCIAL AND CULTURAL	4
LEGAL REQUIREMENTS	4
RECORDING	5
PROGRAMME OF STUDY	5
RESOURCES	7
R.E. and I.C.T	7
PROGRAMME OF ASSESSMENT FOR R.E.	7

KEY OBJECTIVES

To have in place a Religious Education curriculum that matches the Agreed Syllabus for Devon.

To investigate Religious Education through an enquiry based approach.

To ensure all pupils develop in SMSC.

The staff recognises that children come from all manner of backgrounds, and will encourage respect for those holding differing beliefs and values.

PURPOSE

In R.E. we want to

- Challenge pupils with provoking and challenging questions about the meaning and purpose of life.
- To look at issues of right and wrong
- Look at what it means to be human.
- Develop skills needed to understand, interpret and evaluate beliefs and faiths.
- Develop respect and an understanding for others and their beliefs.
- Help them to gain an understanding of religious beliefs including Christianity and other principal religions.
- Promote ways in which communities can live and work together.

We aim to do this by providing opportunities for pupils to

- Investigate, research and discuss through-provoking questions.
- Contribute to discussions, debates and conversations about beliefs, faith and religions.
- Discover world faiths and the multi-cultural society in which we live in Britain.
- Ask questions to develop learning and a curiosity of the world.
- Search, with an open mind, in order to consider critically their own values, attitudes and beliefs.
- Develop self-awareness and an understanding of community through a study of religion.

GUIDELINES

R.E. provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

Children should be given the opportunity to develop their knowledge and understanding of Christianity and other principal religions. Children will be offered opportunities for personal reflection and spiritual development.

We plan to –

- Follow the schemes of work for R.E. based on the Devon Agreed Syllabus (in partnership with Torbay and Plymouth) and the new curriculum for 2014. The syllabus incorporates the *Understanding Christianity* approach to ensure that the requirements of the agreed syllabus with regard to the teaching of Christianity is met. A long term plan will be created for each academic year, as recommended by the Devon Agreed Syllabus.
- Use the Agreed Syllabus to offer specific End of phase outcomes from the teaching and learning approach for each Key Stage. The outcomes for EYFS are the Early Learning Goals.

The 3 elements of the teaching and learning approach are:

Element 1: Making sense of beliefs.

Element 2: Understanding the impact.

Element 3: Making connections.

The agreed syllabus has an emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time in a systematic study. The syllabus then brings together and compares different traditions and religions with a thematic study. The thematic study allows pupils to draw together their learning each year.

SMSC – SPIRITUAL, MORAL, SOCIAL AND CULTURAL

SMSC stands for **spiritual, moral, social** and **cultural** development. All schools in England must show how well their pupils develop in SMSC.

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

As of November 2014, schools must now promote British values. The advice from the DfE is to do this through SMSC, although Ofsted will assess it through the curriculum too.

Aspects to consider when teaching British Values include:

- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people, and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

LEGAL REQUIREMENTS

Reasonable time should be given to R.E; incorporated with various other subjects through our Learning Experiences.

It is recommended that RE is given 5% of the weekly curriculum time.

K.S.1 - 36 hours each year K.S.2. - 45 hours each year

This equates to an average of 1 hour per week with KS1 and 1 and a quarter hours with KS2.

RECORDING

The recording of Religious Education should take place alongside other foundation subjects in the Learning Experience books and RE floor books for Reception. Evidence should show what a pupil has learned, understands and can do in ways that are challenging and thought-provoking.

This could take the form of; photos, videos, reflections, annotations, posters, communications with other faiths and cultures etc.

PROGRAMME OF STUDY

R.E. will be mainly taught as a standalone subject at Sherwell Valley Primary School. Where the syllabus fits, it may be taught alongside other foundation subjects. Each unit should ensure that all pupils' experience of R.E. is of a high quality, coherent and a progressive experience and one that enables them to make good progress in their learning.

Some subjects and areas of religious teaching will be revisited, however progression will always be evident using the Spiral Curriculum approach. Christianity is the main religion in this school and K.S.1 and K.S.2 teaching reflects this.

At the foundation stage, children should begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration. They use imagination and curiosity to develop an appreciation and wonder for the world.

Examples of enquiry based learning for RE in the foundation stage from the agreed syllabus include:

Which stories are special and why? Theme: Stories

This enquiry explores how religions and beliefs share a variety of similarities and differences through special stories and how they teach people to live.

Which places are special and why? Theme: Symbols

This enquiry explores how religions and beliefs express aspects of human nature in a variety of creative ways.

Being special: where do we belong? Theme: Belonging

The enquiry explores ideas of those aspects of human nature which relate to the practices of religion and belief communities.

At KS1, pupils should study Christianity and two other religions, as well as consider worldviews. Pupils are encourage to learn about different beliefs about God and the world around them. It is expected that they will respond to a range of stories, artefacts and other religious material. Pupils in KS1 should develop a sense of wonder about the world, using their imagination. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Children at KS1 should experience opportunities to visit places of worship, listen to and respond to visitors from local faith communities, use art, design, music, dance and drama to explore religion. They should also have opportunities to use ICT to explore religions and beliefs – this will also form part of our Global Learning Power initiative, through blogging, emailing and video-conferencing.

Example of enquiry based learning for RE at KS1 from the agreed syllabus include:

What makes some places sacred to believers? Theme: Symbols

This enquiry explores what makes some places special to people, and what the difference is between religious and non-religious special places.

How should we care for the world and why does it matter? Theme: Beliefs in action in the world.

This enquiry explores why religious and non-religious people should care for others and look after the natural world.

What does it mean to belong to a faith community? Theme: Belonging

This enquiry explores ideas of what is good about being in a community, for people in faith communities and for those in non-faith communities.

At KS2, pupils develop a deeper understanding and appreciation for Christianity, as well as study the religions of; Hinduism, Judaism and Islam and a non-religious worldview, such as Humanism. Pupils investigate and consider the impact of religion and belief locally, nationally and globally. They make connections between different aspects of religion and belief and consider different forms of religious expression. Pupils at KS2 extend the range and use of specialist vocabulary and begin to consider their own beliefs and values and those of others in the light of their learning in religious education. Children at KS2 should experience opportunities to visit places of worship, listen to and respond to visitors from local faith communities, especially focusing on the impact of religion on the local and global community. They should be given opportunities to discuss philosophical questions and reflect on their own and others' insights into life and its origin, purpose and meaning. They should use art, design, music, dance and drama to explore religion. They should also have opportunities to use ICT to explore religions and beliefs – enhancing pupils' awareness of religions and beliefs globally.

Ideas for enquiry based learning for RE at KS2 include:

How and why do people mark the significant events of life? Theme: Special events

This enquiry explores links between ideas of love, commitment and promises in religious and non-religious ceremonies.

How and why do people try to make the world a better place? Theme: Beliefs in action in the world.

This enquiry explores pupils' own ideas about how to make the world a better place, making links with religious ideas studied.

What matters most to Humanists and Christians? Theme: Exploring beliefs about why people are good and bad.

This enquiry makes clear connections between Christian and Humanist ideas about being good and how people live. Pupils' are given the opportunity to examine connections between the values studied and their own lives.

Why do some people believe in God and some people not? Theme: Sources of authority for different religions.

This enquiry makes clear connections between what people believe about God and the impact of this belief on how they live. Different views such as theism, agnosticism and atheism are explored to show why people believe in God or not.

How does faith help people when life gets hard? Theme: Beliefs and questions/ the journey of life.

This enquiry explores how religions and beliefs such as resurrection/heaven/karma/reincarnation make a difference to how someone lives.

We endeavour to answer questions which arise in lessons, which may result from personal experiences. We also endeavour to answer questions concerning other religions and beliefs. All children will be encouraged to have moments of quiet reflective thought.

RESOURCES

Every member of staff should have access to the Devon and Torbay Agreed Syllabus 2019-2024. In depth planning is available as a guide which teachers can adapt to enable pupils to achieve the unit and end of phase outcomes. Teachers will eventually have a bank of ideas, approaches and resources to sustain and supplement each unit.

Various artefacts, books, CDs etc. are available in the Re cupboards in the Year 6 Corridor and on the shared drive.

A variety of CPD resources are available to staff such as 'Email a Believer' and 'NATRE' (National Association of Teachers of Religious Education). This resource supplements recommended planning from the new agreed syllabus.

ICE Torbay (Initiative in Christian Education) will be invited into school to supplement RE teaching by delivering RE Workshops specifically linked to RE units in the agreed syllabus. These will be led by qualified teachers.

R.E. and I.C.T

R.E. can make an important contribution to children's use of ICT by:-

- Helping them make effective use of the internet to investigate and research
- To use multimedia and presentation software to communicate ideas.
- Using e-mail, blogs and video-conferencing to collaborate with others.

PROGRAMME OF ASSESSMENT FOR R.E.

When commenting on a pupil's level of attainment at the end of any unit or key stage, teachers should judge which description best fits the pupil's performance, using the R.E unit end of phase outcomes as a guide.

When considering RE descriptors for end of year reports, it is important to consider the 3 elements of the teaching and learning approach as discussed earlier in the policy.