



**KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND**  
**VOLUNTARY AIDED PRIMARY SCHOOL**

**RE Policy**

At Kirkby and Great Broughton CE (VA) school we recognise that everyone in our school is a valued and unique person with different gifts and skills. Guided by strong Christian principles, we work together to nurture the children emotionally, spiritually and intellectually. We encourage them to be confident and enquiring, as well as compassionate and kind, as they strive to achieve their personal best and develop a lasting love for learning, life and one another.

At Kirkby and Great Broughton CE (VA) Primary School, Religious Education is taught in accordance with the York Diocesan Syllabus and reflects the distinctive and inclusive ethos of our Anglican foundation. Along with the national curriculum subjects, Religious Education forms the basic curriculum and is delivered within the spirit of its Trust Deed.. The purpose of Religious Education is to enable children to learn about religions and to learn from religion.

**AT1 - Learning about Religions**

This includes:

- identifying, naming, describing and giving accounts in order to build up a coherent picture of each religion;
- explaining the meaning of religious language, stories and symbolism;
- explaining similarities and differences between and within religions.

**AT2 - Learning from Religion**

This includes:

- giving an informed and considered response to religious and moral issues;
- reflecting on what might be learnt from religion in the light of one's own beliefs and experience;
- identifying and responding to questions of meaning within religion.

**Religious Education in a Church School Context**

In recognition of our distinctive context, Religious Education is a core subject and has a high profile, we emphasise:

- wide range of Christian resources including artefacts;
- a close link with the local church family;
- a Christian ethos which permeates the whole curriculum, but finds particular emphasis in this subject;
- the Christian foundation of the school.

## **Aims of teaching RE**

Religious Education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other major world religions and value systems found in Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- have respect for other peoples' views and to celebrate the diversity in society.

## **Objectives**

### **Early Years Foundation Stage**

In the Early Years Foundation Stage, children's learning in Religious Education will make a variety of contributions to the seven areas of learning and enables them to work towards the early learning goals.

By the end of the Early Years Foundation Stage children will have particular opportunities to:

- respond to significant experiences, showing a range of feelings where appropriate,
- have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others,
- begin to know about their own cultures and beliefs and those of other people,
- have a developing respect for their own cultures and beliefs and those of other people.

### **Key Stage 1**

By the end of Key Stage 1, the majority of pupils will increasingly have opportunities to:

- learn about Christianity and one other principal religion in depth (Judaism);
- encounter some special events, places, people and objects connected with the religions studied;
- listen and talk about some stories from religious traditions and begin to identify similarities and differences;
- reflect on and talk about puzzling questions which arise from their study of religions, their own experiences and their encounters with the natural world;
- think about themselves, their feelings and their relationships with others and begin to develop positive attitudes to diversity and difference, giving careful consideration to the views of others.

## **Key Stage 2**

By the end of Key Stage 2, the majority of pupils will increasingly have opportunities to:

- learn about and develop their knowledge and understanding of Christianity and two other principal religions in depth (Hinduism and Islam);
- encounter key events, places, people and objects connected with the religions studied and discuss their purposes and functions;
- consider the meaning of symbols, stories and festivals for members of faith communities;
- explore questions of meaning and mystery and use times of stillness to work out their own response to these,
- evaluate different points of view and show sensitivity to those whose belief differ from their own,
- relate their work in religious education to other areas of the curriculum and their developing knowledge of the world around them.

## **The Contribution of RE to Other Curriculum Areas**

### **Spiritual, moral, social and cultural development**

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### **The school's Christian values**

RE makes an important contribution to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

### **Respect for All and Global Learning**

RE makes an important contribution to a school's responsibility to promote respect for all and global learning. It provides a key context to develop children's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism.

**The school community** - RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

**The community within which the school is located** - RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with

different groups in the local area in particular local churches.

**The UK community** - a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

**The global community** - RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

#### **The promotion of 'British Values'**

RE provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty and mutual respect.

#### **Planning**

At Kirkby and Great Broughton School we understand Religious Education to be an essential part of our school's curriculum which will make a distinctive contribution to each child's development both individual and social. Our planning in Religious Education is based upon Diocesan Guidelines.

Religious Education is planned around the Christian year as well as blocked units usually based on world religions, and in particular Christianity, Judaism, Hinduism and Islam. The work is planned to ensure a balanced, progressive and differentiated curriculum but there will be opportunity to take advantage of situations as they arise e.g. visitors, news items, children's own experiences. Children should have the opportunity to look at their own experiences and those of others. They should have the opportunity to explore religious ideas as expressed through literature, music, art and architecture and to ask questions, explore ideas, visit, receive visitors, investigate, celebrate, use their senses, reflect, discover, observe and describe.

#### **Assessment, Recording and Reporting**

We assess children's work in Religious Education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make summary judgements about the work of each pupil in relation to the national curriculum levels of attainment and record their attainment on the appropriate assessment sheet at the end of the year. Children's progress in religious education is commented upon in the annual report to parents.

#### **Monitoring of RE**

The Headteacher and subject leader for RE will monitor the standards of teaching and learning in RE through analysis of assessment data, monitoring of planning and scrutiny of children's RE work. This will contribute to the Church school self-evaluation process through the SIAMS self evaluation schedule.

## **Legal Requirements**

Kirkby and Great Broughton is a Church of England Voluntary Aided school, therefore Religious Education should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education subject leader on a daily basis.

Following the Diocese of York Guidelines for Religious Education, the majority of work in Religious Education will be based on the Christian faith with the introduction of one other major world religion - Judaism - at Key Stage 1 and then the study of Hinduism and Islam at Key Stage 2.

## **The right of withdrawal from RE**

At Kirkby and Great Broughton School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.