

# **SUTTON CE (VC) PRIMARY SCHOOL**



## **Religious Educations Policy**

**Version 2019 v1**

**Approved by staff June 2019**

**Approved by governors June 2019**

## **Rationale**

This policy has been created by senior staff and governors to ensure consistency and progression in the school's approach to Religious Education, enabling children to develop their understanding of Christianity and other major world religions in order that they develop tolerance and understanding of the local, national and global communities in which they live. Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

## **Policy Aims**

Through the provision of Religious Education at Sutton CE (VC) Primary School we aim to:

- Provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principle religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs, (whether they are religious or nonreligious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to antidemocratic or extremist narratives.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and to help challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe and wonder in the world in which our children live.

## **Statement of Equal Opportunities**

At Sutton CE (VC) Primary School, we are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

## **The Contribution RE Makes to Other Curriculum Aims**

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for later life.' Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained within the broad based RE curriculum, is essential to achieving these aims. Exploring the concepts of religion and beliefs and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

## **Personal Development and Well-Being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

## **Community Cohesion**

RE makes an important contribution to our duty to promote an understanding, tolerance and acceptance of the diverse nature of our communities; the school community; the community within which the school is located; the national community; and the global community. Our RE Curriculum gives particular opportunities to promote an ethos of respect for others, challenge stereo-types and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. It is recognised that with current issues and concerns over religions, RE will provide lessons in respect, tolerance, diversity and acceptance of all faiths.

## **The Teaching of RE at Sutton CE (VC) Primary School**

There are two main parts to the Programme of Study:

1. Knowledge, Skills and Understanding
  - Learning ABOUT Religion (AT1)
  - Learning FROM Religion (AT2)
  
2. Breadth of Study – Religions and Beliefs
  - Learning Themes
  - Experiences and Opportunities

Learning About Religion and Learning From Religion run throughout the whole of the syllabus from the Foundation Stage to the end of schooling.

### **1. Knowledge, Skills and Understanding**

Learning **About Religion** (likened to looking out of a window).

This covers knowledge and understanding of Christianity and the other principal religions, the understanding of the influence of beliefs and values on individuals and communities and the ability to reflect on religious and moral issues.

Learning **From Religion** (likened to looking in a mirror).

This concerns developing an awareness of the fundamental questions of life, responding to such questions and reflecting on personal beliefs and values.

## **2. Breadth of Study**

Religions and Beliefs.

Religions to be covered at each Key Stage are laid down in the syllabus. These need to be taught through the Learning Themes.

In accordance with the structure of the locally agreed Cambridgeshire syllabus, we have agreed that the religions to be covered are:

Foundation Stage: Christianity and 'sampling' other religions

At Key Stage 1, children will learn about and from Christianity and Sikhism.

At Key Stage 2, children will learn about and from Christianity, as well as Judaism, Islam, Hinduism, Sikhism and Buddhism

During the key stage, pupils should be taught knowledge, skills and understanding through the following areas of study:

### **KS 1**

- Believing
- Story
- Celebrations
- Symbols
- Leaders and teachers
- Belonging
- Myself

### **KS 2**

- Beliefs and questions
- Teachings and authority
- Worship, pilgrimage and sacred places
- The journey of life and death
- Symbols and religious expression
- Inspirational people
- Religion and the individual
- Religion, family and community
- Beliefs in action in the world

In accordance with the National Society's Statement of Entitlement, two thirds of the RE Curriculum is based upon learning about and from Christianity, with RE being taught discretely for 5% of the weekly timetable. Links to other topics will be made where possible.

### **RE in the Foundation Stage**

During the Foundation Stage pupils are taught the knowledge, understanding and skills of Religion Education through experience of:

- Special times and events such as: birthdays, a baby welcoming ceremony eg a baptism, Christmas and Easter
- Ways that people show that they belong in families or communities

- Communicating, especially through worship and prayer.

Through their knowledge, skills and understanding, pupils should develop positive attitudes towards other people and their right to hold different beliefs. Teaching should enable pupils to begin:

1. Identifying their own uniqueness and that of others
2. Appreciating the differences and similarities they encounter in others
3. Making distinctions between good and bad, right and wrong.

### **Areas of the Foundation Stage curriculum linked to RE**

Communication, Language and Literacy  
Personal, Social and Emotional Development  
Understanding the World  
Expressing Thoughts, Ideas and Feelings Creatively

### **Assessment and Recording of RE**

Assessment will be completed on an APP style approach. In line with the school's Assessment Policies teachers are expected to take responsibility for the regular assessment of RE. KS1 and KS2 teachers will provide the RE Subject Leader with a brief summary of each unit of work and examples of work or a photograph of a display. For three units per year children will have a more formal piece of assessment and two children for each level of assessment will have levels and work recorded. RE will be formally reported on to parents at the end of the school year.

### **Staff Development.**

This takes place through staff meetings, INSET and informal discussions in the course of general planning and evaluation meetings among staff. Care is taken to ensure the effectiveness of our planning as we recognise the need to maintain continuity and progression for our pupils. The RE subject Leader oversees the RE provision throughout the school and feeds back any new information to the rest of the staff.

### **The Right to Withdrawal.**

Parents and carers may make a request, in writing, to the Headteacher, that their child be withdrawn from Religious Education. However, it should be noted that requests for withdrawal are often based on a misunderstanding of the nature and purpose of RE and discussion of this is vital before a decision to withdraw can be made. This is made clear in the prospectus.

### **Collective Worship**

Legally, assembly times are not to be considered as opportunities for Religious Education although they may be a valuable stimulus to support and enrich the RE covered in the classroom. (Please refer to Collective Worship Policy for further details).

## Responsibility for RE within Sutton

As well as fulfilling their legal obligations, it is also the duty of the Headteacher and Governing Body to ensure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum
- The subject is well led and managed and that standards and achievement in RE and the quality of provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- Teachers are aware of the contribution of RE in developing pupils' understanding of religion and belief and its impact as part of the duty to promote a cohesive community • Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote a cohesive community

### Review

This policy will initially be reviewed in 12 months (March 2016) and thereafter every three years in line with the school's policy review programme.

The Subject Leader is responsible for reporting to the Curriculum and Standards Committee of the Governing Body about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Signed \_\_\_\_\_ (Headteacher) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Chair of Governors) Date \_\_\_\_\_