

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



## **Religious Education Policy**

**Version 2020**

**Approved by staff July 2020**

**Approved by governors July 2020**

## **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 and world views. In order that they develop respect and understanding of the local, national and global communities in which they live. Religious Education is unique in the school curriculum as part of the basic curriculum and under the 1996 education Act 'In the case of a controlled school, the provision for religious education for pupils at the school which is required by section 352(1) (a) to be included in the school's basic curriculum shall be provision for religious education and in accordance with an agreed syllabus adopted for the school or for those pupils. Voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless parents request RE in accordance with the trust deed of the school.

## **RE Intent**

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

- Develop their Spiritual, Moral, Social and Cultural (SMSC) understanding, reasoning and reflecting, questioning and considering moral issues. We also aim to develop SMSC through our curriculum worship, behaviour expectations and our attitudes in school (see Collective worship and Behaviour policy). At Sutton, we aim to explore moral issues that challenge injustice and inequality through curriculum opportunities that will enable them to be strong agents for social change.
- 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, as well as a greater understanding of our society.
- 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**

The school's Christian vision, 'Growing Excellence for All': all our children nurture a respect for all God's children and love of our local and global neighbours, developing a sense of personal and collective responsibility to contribute towards the world God intended for us. Three core values underpin this; respect, responsibility and koinonia. (Christian fellowship)  
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**

A core value at Sutton C of E Primary School is koinonia, 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**

The school follows the Cambridgeshire Syllabus for RE, together with the "Emmanuel Project", an RE scheme of work from Suffolk. We work hard to ensure that children will leave school with

a good understanding of the major religions practised in our society. This is mapped out in a Long Term plan, which is reviewed yearly by the RE coordinator (see example of Long Term Plan - Appendix 1).

We also want to give children space and time to consider their own opinions and beliefs in an unpressured way. As a church school we give children in depth knowledge of Christianity and a good understanding of the key beliefs and practices of Christians, including a good knowledge of the Bible.

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

### **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, Judaism and Islam.

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

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

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

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

- \* Why is the word 'God' so important to Christians?
- \* Why do Christians perform nativity plays at Christmas?
- \* How can we help others when they need it?
- \* Why do Christians put a cross in an Easter garden?
- \* What makes every single person unique and precious?
- \* How can we care for our wonderful world?

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

#### **KS 1**

- Believing
- Stories and books
- Celebrations
- \* Prayer and worship
- Symbols and artefacts
- Leaders and teachers
- Belonging

#### **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, 50% 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.

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

In line with the school's Assessment Policies teachers are expected to take responsibility for the regular assessment of RE, using differentiated success criteria (padding, snorkelling, diving), scaffolding and challenging children as appropriate. KS1 and KS2 teachers will provide the RE Subject Leader with a brief summary of children's attainment at the end of each unit (See appendix 2) with an example of children working at each level. RE will be formally reported on to parents at the end of the school year.

In RE, teachers assess children against the 'Primary Assessment Criteria' in the Cambridgeshire Agreed Syllabus. Throughout each unit, teachers build up a detailed picture of the knowledge, understanding and skills of each child. There are many opportunities throughout each unit for children to express their ideas verbally and in writing, as well as in more creative ways. Each assessment statement is broken down into differentiated assessment questions to analyse pupil progress. These are called 'quick quizzes' and are based on a simple interpretation of Bloom's Taxonomy.

### **School environment**

The school's environment and wider curriculum support the school's vision, with peaceful places in each classroom providing places for children to reflect and pray safely.

### **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.**

A child can be withdrawn from all or part of RE or collective worship. It is a legal requirement that the right of withdrawal is mentioned in the school prospectus.

Very occasionally a parent may wish to exercise the right to withdraw their child from all or part of RE. In this case the school might wish to try to discuss the matter with the parents:

- to make sure that their request is based on a clear understanding of what RE involves, and
- to make practical arrangements for the supervision of the pupil

If the parents still wish the pupil to be withdrawn then this right should be freely exercisable. Parents are not obliged to give reasons and the school is responsible for supervising the pupil.

## **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 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 \_\_\_\_\_