



Eastnor Primary School

‘Inspire and Achieve’

Religious Education Policy

Date	Review
September 2016	GB Approved
September 2017	Review and Approved

Statutory Duty of School

Legislation relating to the provision of Religious Education was consolidated by the Education Act 1996. It reaffirmed that R.E is part of the basic curriculum and “should be taught to all pupils in full time education” and “shall reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching practices of the other principle religions represented in Great Britain”.

Principles

With the whole experience of learning being set within a Christian environment, religious education in our church school aims to help our pupils achieve a personal awareness of God in their everyday perceptions of the natural and material world. Their learning and development will also be facilitated, by exploring religious beliefs and practices. It is our intention that this should occur in an environment, which encourages reflection.

In addition, the teaching staff at Eastnor C of E Primary School acknowledge: -

- That the children need to have the opportunity to develop their own beliefs and values, and a pattern of behaviour, which is consistent with these.
- That RE has a particularly important contribution to make to the spiritual, social and moral development of children.
- As in all other subject areas, the teaching of RE will be related to the ages and individual abilities of the children, taking into account special needs and previous learning experiences.
- RE has a crucial and unique contribution to make towards children’s greater understanding of our increasingly pluralistic society.
- RE does not make assumptions about, or set preconditions for, the personal commitments of teachers and children.
- The right of individual teachers to exempt themselves from teaching RE and that of parents to withdraw their children from RE lessons is a legal requirement.

Aims

The aims of our Religious Education Policy are: -

- To put into practice the Gloucestershire Agreed RE Syllabus 2017 throughout Key Stage 1 and 2, together with the recommended resource called Understanding Christianity.
- To help children understand some of the practices and beliefs of the major world religions, with due emphasis being given to Christianity.
- To develop an awareness that many people believe that human life depends upon an ultimate being or a sustaining creative power often referred to as God.
- To develop an awareness of a spiritual dimension to life.
- To develop an awareness, understanding and appreciation of the broad religious, spiritual and ethical heritage locally, nationally and internationally.

- To help children reflect upon their own and other's experiences of the mysteries of life and to help them recognise the significance of awe and wonder in religious belief.
- To learn about religious and ethical teaching enabling children to make reasoned and informed judgements on religious and moral issues.

Guidelines and Practice

The teachers at Eastnor School should be prepared to support the overall ethos of the school and the Gloucestershire Agreed Syllabus which asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

The strategies used by each teacher may vary, but the RE teaching at all levels will include opportunities for: -

- Discussion and sharing of experiences and thoughts, with opportunities to reflect.
- Creative Work-Art, Music, Drama
- Use of ICT, video.
- Use of books, poems, posters, photographs.
- Collaborative activities –whole class, group work.
- Use of secular and sacred stories as a starting point.
- Posing unanswerable questions for exploration and reflection.
- Visit places of Worship
- Observe and handle religious artefacts.
- Visitor of different faith and traditions.

Organisation and Planning

Religious Education is a core subject and is given a high profile in our school.

KS1 and KS2 pupils will have at least one hour of RE teaching each week. In order to facilitate quality teaching, staff may choose to use a longer morning session or block sessions where appropriate, providing time for questioning and reflection.

All teachers have adopted the Agreed Gloucestershire Syllabus 2017 which sets out its principal aim of religious education as follows:-

“(to) explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.”

This syllabus explains the value and purposes of RE for all pupils, and specifies for teachers what should be taught in each age group. The planning tools encourage and empower teachers to develop their own RE lessons which match the needs of their pupils and ensure excellent progress for all in the subject.

It also provides a coherent framework for setting high standards of learning in RE, and enabling pupils to reach their potential in the subject and covers the following key elements for study:-

- RE and personal development
- Religions and beliefs
- Open, enquiring RE

The framework also has a new emphasis on developing:-

- **Coherent understanding:** There is an increased emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year
- **Core concepts:** Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school

Approach to Teaching

The teaching and learning approach in RE has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. These include:-

- Making sense of beliefs
- **Understanding the impact**
- Making Connections

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many of the pupils.

All pupils are required to develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

Pupils are to study in depth the religious traditions of the following groups.

Reception – Aged 4 & 5	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.
Key Stage 1 – Aged 5- 7	Christians, Jews and Muslims.	
Key Stage 2 – Aged 7- 11	Christians, Muslims, Hindus and Jews.	

Assessment

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum.

Assessment in the agreed syllabus is related to end of phase expectations. At the end of KS1 and KS2, pupils should show that they know, understand and apply the concepts, skills and processes specified in the Programmes of Study.

The learning outcomes in the syllabus support teachers in assessing whether pupils are on track to meet end of phase and end of key expectations. Schools need to be able to track progress of pupils. Using the unit learning outcomes as stepping stones towards the end of phase outcomes allows teachers to track progress across a year group and make best fit judgements during the academic year which feed into our school tracking system.

The unit and end of phase learning outcomes support teachers' planning for all pupils.

The end of key stage statements can be used for reporting to parents.

Special Educational Needs

All pupils with special educational needs are entitled to the same broad and balanced curriculum as all other pupils. Careful planning and differentiated work, based on the syllabus, where appropriate, will aid children with special educational needs towards at least the basic understanding of RE issues.

Withdrawal from Religious Education

Parents may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However we hope all parents and teachers would feel comfortable with the type of Religious Education being taught at our school

