

Hedon Primary School

RELIGIOUS EDUCATION Policy

Approved by committee: **26th January 2016, 25th Nov 2022**

Approved by full governors: **23rd February 2016,**

Reviewed: **5th September 2022**

Legal requirements

Hedon Primary School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a local agreed syllabus (in our case, the 2022 SACRE Agreed Syllabus). This agreed syllabus is the result of a collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the local authorities that comprise the Hull and East Yorkshire region.

Religious Education has the same status and importance as any other subject and the high standards are applied to Religious Education as to all subjects. We teach Religious Education according to the aims of the SACRE Agreed Syllabus and it is clearly stated that Religious Education should not attempt to alter a child's belief but to provide knowledge of their own and other's beliefs.

The key document in determining the teaching of RE is the locally agreed syllabus, the **Hull and East Riding of Yorkshire 2022 SACRE Agreed Syllabus for Religious Education**.

The Responsibilities of the Governors and the Headteacher

The Governing Body and the Headteacher must:

- ensure that RE is provided as part of the school's Basic Curriculum, following the locally agreed syllabus
- ensure that the RE curriculum is made available on the school's website alongside other curriculum subjects
- have an accessible route through which parents and others can request information about RE
- provide an annual report to parents or carers giving brief particulars of progress and achievements in all subjects including RE
- provide sufficient time for the school to fulfil the requirements of the locally agreed syllabus

Time allocation

A minimum of 5% of curriculum time is required for teaching Religious Education.

KS1: 50 minutes a week

KS2: 60 minutes a week

It is an expectation that cross-curricular links with RE will be made by all teaching staff in the course of the academic year, thereby increasing pupils' knowledge and deepening their understanding. Similarly, current affairs should be discussed with pupils (particularly KS2) in an objective and appropriate manner, in order to make the link between what they learn in the classroom and the reality of the modern world.

Aims

Our aims are that through Religious Education, we will be helping children to:

- acquire and develop knowledge and understanding of Christianity, other principal religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- gain and deploy skills taken from these disciplines to enhance learning about religions and different worldviews
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- express ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach, whilst engaging critically with them
- develop the ability to make reasoned and informed judgments about religious and moral issues, with reference to the teaching of principal religions represented in Great Britain
- enhance their spiritual, moral, cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them
 - responding to such questions with reference to the teachings and practices of religions and their understanding and experience
 - reflecting on their own beliefs, values and experiences in light of their study
- develop respect for other people's right to hold different beliefs
- develop a positive attitude towards living in a society of diverse religions.

The principal aim for RE at Hedon Primary School is

“To support pupils' personal quest for meaning by engaging enquiry into the question 'What is it to be human?' and exploring answers offered by religion and beliefs.”

From the 2022 SACRE Agreed Syllabus Foreword:

“The inclusion of worldviews and the connecting lenses of Theology, Philosophy and Social Sciences immediately present those all-important bridges from RE knowledge and curriculum content to relevant and deeper understanding of what faith and practice means, not only to the believer but to the learner, regardless of their personal stance.

***Religious literacy** for everyone is at the heart of the matter... never has it been more relevant to encourage learners to consider and question, relating the views of believers to their own experiences when it comes to recent challenges...”*

What do we mean by worldviews?

A worldview is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.

Religions are in themselves worldviews.

Learning Outcomes

If pupils can gain a greater understanding of their personal worldview and consider where their worldview has come from, they are in a better position to consider and understand the worldviews of others.

Areas of Understanding

The statutory Areas of Understanding for Key Stages 1 and 2 are the key elements of the syllabus, framed as questions from a multidisciplinary approach. These questions will generate the required pupil outcomes for the study of religion and worldviews. *See 2022 SACRE Agreed Syllabus: <https://www.hereforschools.co.uk/page/19378>*

These Areas of Understanding are used in conjunction with the non-statutory Key Content and Vocabulary for each faith studied.

The RE curriculum is a progression model: there are statutory **End of Key Stage Expectations** which describe the knowledge, skills and understanding expected of a pupil who has a secure understanding of what has been taught. These statements support the assessment of attainment and progression, enabling the teacher to build the next stage of a pupil's learning journey. Pupils will deepen their knowledge and understanding of the core concepts, beliefs and practices of the religions and other worldviews studied. Religious Education also helps children to develop positive attitudes towards self, others, society and the world.

Content and approach

In line with the legal requirements and the 2022 SACRE Agreed Syllabus, more time is spent on Christianity than on any other religion or worldview, *“to reflect the fact that the religious traditions in Great Britain are in the main Christian”* (Education Act 1988).

Principal religions represented in Great Britain are usually regarded as: Buddhism, Islam, Judaism, Hinduism and Sikhism.

Other religions and non-religious worldviews may include: the Baha'i faith, Church of Jesus Christ of Latter Day Saints, Jehovah's Witnesses, Rastafarians, Pagans, Hare Krishnas, African churches, Humanists and Atheists.

Foundation Stage

Foundation stage must have the opportunities to learn about Christianity and other religions represented in the class. If no other principal religion is represented, then at least one other religion should be explored. They celebrate a range of different festivals throughout the year and build on topic work as appropriate.

Key Stage One

In KS1, Christianity and one other principal religion is taught (**Judaism**), plus one other religion or worldview.

Key Stage Two

In KS2, Christianity and two other principal religions (**Islam and Sikhism**) should be explored in some depth, plus other religions and non-religious worldviews.

The primary purpose of RE is to contribute to a wider educational purpose. With the 2022 SACRE syllabus, it has been decided that the focus is on three, mutually supportive disciplines: Theology, Philosophy and Social Sciences. These three disciplines help RE to be seen from different perspectives, giving a balanced approach to teaching and learning. They also help to structure the learning and differentiates RE from PSHCE, giving academic rigour to the study of religion and worldviews.

Religious Literacy

Religious Literacy is a combination of the three disciplines (or lenses), working in a continuous loop to explore the phenomena of religion.

Theology: Believing; asking questions about the concept and nature of a god, where beliefs come from and sources of authority and influence

Social Sciences: Living; asking questions about the influence of religions and beliefs on individuals, communities, culture; how people live their lives

Philosophy: Thinking; asking questions about morality and ethics, the nature of reality and what it means to be human

The 2019 Ofsted Framework

The quality of education is considered in terms of intent, implementation and impact in relation to breadth, depth and vision in the RE curriculum.

Intent: Teachers and the RE Subject Co-ordinator (GI) will state the purpose of learning in RE and have clear curriculum aims. They will consider what knowledge and skills pupils will gain through the RE curriculum and how it develops pupils' deeper understanding.

Implementation: Teachers and the RE Co-ordinator will consider how far planning, teaching and learning meets curriculum needs. Assessment tests curriculum design and measures pupils' understanding.

Impact: Teachers and the RE Co-ordinator will consider the impact of teaching and learning, as well as the progress pupils can be seen to be making: in their work; in talking to pupils; and in the classroom.

Methodology

Within our school, Religious Education is usually taught by the RE Co-ordinator, by the HLTAs or by individual class teachers and takes place mainly within the classroom. A variety of teaching methods are employed as appropriate to help stimulate children's learning: storytelling; symbols; artefacts; visual representations, controversial issues. Through Religious Education, children engage in active learning through discussion- either in whole classes or in groups, through role play and creative work, or by attending an RE-specific event or taking part in a visit to a place of worship or commemoration..

We use **Philosophy for Children** to encourage pupils to explore their own thinking and to consider/accept/challenge the thinking of their peers and others.

Through employing a variety of teaching methods, pupils are challenged and guided in learning from and about different religions and worldviews.

Resources

We are continually developing our resources for Religious Education, which range from online resources, posters, audio files, books and a variety of artefacts suitable for all religions. The school also has membership of the National Subject Teacher Association for RE. These materials are aimed to support the scheme of work and to enhance the children's learning. Book resources are stored in the Library or in the Front Office. Teachers are also encouraged to arrange visits to places of worship, to organise RE-based activities and to invite visitors from other religions or cultures into school.

Assessment, recording and reporting

The assessment in Religious Education is ongoing throughout the year. The assessment may include: observation of children's work; questioning of pupils; written and pictorial work. Assessments are recorded by the teacher using an assessment profile Excel spreadsheet*, based on the outcomes for both KS1 and KS2.

The RE subject leader conducts drop-ins, looks at planning and undertakes book scrutinies in order to monitor both coverage of and progress in RE throughout the school. A report on their child's progress in RE is given to parents in the Summer term of the school year.

*As at September 2022, this spreadsheet is being updated with the new end of key stage statements.

Special Educational Needs

For many SEND pupils, learning is about overcoming barriers, recognising their limitations that their needs may put on their understanding of the world and trying to extend this little by little. In particular, there needs to be recognition that abstract thought or seeing things from the viewpoint of another person is often difficult for these pupils.

Re offers pupils with identified SEND to:

- develop their self-awareness and their self-confidence
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life to the classroom
- develop positive attitudes towards others, respecting their beliefs, culture and experiences
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour

In response to these opportunities, pupils with SEND can make progress in RE by:

- moving from a personal to a wider perspective
- increasing their knowledge of religious beliefs, practices and experiences
- developing understanding of the meaning of stories, symbols, events and pictures
- developing and communicating their individual responses to a range of views

Attainment may be determined using the **P Scales for RE**. Further details are contained in the school's Special Educational Needs Policy.

Equal Opportunities

At Hedon Primary School, we value the opinion, beliefs and practice of all. It is the responsibility of all teachers to ensure that all children- irrespective of gender, ability (including gifted children), ethnicity and social circumstances, have access to the curriculum and make the best progress possible. Religious Education provides opportunities to raise awareness and to value cultural and ethnic diversity. Further details are included in the school's Equal Opportunity Policy.

Race Equality Statement

Religious Education provides opportunities to explore and extend pupils' awareness of living in, and belonging to, a multicultural society. It enables pupils to develop their own sense of identity and knowledge, understanding and sensitivity to the needs and contributions of all citizens.

Withdrawal from Religious Education

Parents/carers may withdraw their children from all or part of the Religious Education curriculum. They do not have to provide a reason for this and the school must comply with the request. The school has a responsibility to supervise any pupils withdrawn from RE, but it is not required to provide additional teaching or incur extra costs.

If parents/carers wish their child to receive an alternative programme of RE, it is their responsibility to arrange this.

Teachers can exercise their right to withdraw from teaching the subject on grounds of conscience. However, we hope that all parents and teachers would feel comfortable with the type of Religious Education being taught at our school.