



Religious Education Policy

Updated July 2020

To be reviewed annually

Religious Education Policy

Introduction and Legal Framework:

This policy outlines the teaching, organisation and management of Religious Education at Roundwood Primary School.

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but 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'.

Religious Education is taught in our school because it makes:

"A major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (R.E.: realising the potential, Ofsted 2013).

Roundwood Primary School is a local authority school, and we teach RE in line with the Buckinghamshire Locally Agreed Syllabus Challenging RE 3 2016-2021. The Buckinghamshire Agreed Syllabus reflects the requirements in the Education Acts of 1996, 1998 and 2002. These are that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

We use the Oxford Diocese Living Faith RE scheme of work to deliver this syllabus.

At Roundwood Primary School we seek to ensure that all pupils develop spiritually, academically, emotionally and morally. This helps them understand themselves and others and cope with the opportunities, challenges and responsibilities of living in a rapidly changing world. We recognise and value the distinctive role Religious Education plays in ensuring this.

This RE Policy is informed by the following current national guidance:

RE in English Schools: Non-statutory guidance 2010

RE: realising the potential Ofsted 2013

A curriculum framework for Religious Education in England, REC 2013

Parents have the right to withdraw their pupils from religious education. Parents who choose to withdraw their child from religious education lessons or aspects of RE are required to state this in writing to the Head teacher. They do not have to state a reason. Any concerns can be discussed with the Head teacher.

Aims

The Living Faith Scheme of Work meets the requirements of the Buckinghamshire Agreed Syllabus, and is aligned to the non-statutory guidance outlined above.

By following the Living Faith Scheme of Work, Religious Education at Roundwood Primary School aims to:

- Adopt an enquiry-based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), 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.
- Enable children 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 helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.
- Encourage empathy, generosity and compassion and develops a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

Purpose of Study

RE prepares pupils for living in a multi-faith society through learning about Christianity and other religions, it offers opportunities for reflection, and it challenges pupils to consider, analyse and evaluate issues.

RE promotes values such as truth, justice, respect, it contributes to the Every Child Matters Outcomes, contributes to pupils Spiritual Moral Social and Cultural (SMSC) development, Citizenship and PSHE education. It also promotes key skills and other opportunities.

The purpose of Religious Education does not include any attempt to alter a child's beliefs. Indeed reflecting the inclusive ethos of the school our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (DFE circular 1/94 paragraph 32)

RE develops skills, attitudes and dispositions in children and young people that contribute significantly to both academic and personal development. At Roundwood Primary School we value the following links when planning learning for pupils:

Skills	Attitudes and dispositions
Explore new avenues of enquiry	Appreciation and wonder
Apply their learning to different contexts	Respect for all
Express deeply held beliefs, feelings and experiences	Self-awareness
Interpret meanings of language, text and ritual	Open-mindedness
Evaluate the coherence of beliefs and lifestyles	Empathy
Analyse increasingly complex concepts and religious phenomena	Curiosity
Create links between experiences, beliefs and forms of expression	Discernment

(taken from Buckinghamshire Agreed Syllabus 2016-21)

Subject Content

In our scheme of work, each unit has a “Big Question” created to allow children to experience, explore and respond to religious experiences and feelings (KS1) or beliefs (KS2).

EYFS	Pupils begin to explore religious stories and ideas through the areas of learning, predominantly, although not exclusively Personal, social and emotional development, Communication and language, Understanding the world and Expressive art and design. This includes specific planned activities (e.g. on festivals, special places) for developing children’s knowledge and understanding of religious beliefs (e.g. through circle time, show and tell and story-time, as well as unplanned, child-initiated opportunities and every day routines).
KS1	Pupils study Christianity and Judaism in depth. As expressed in the Agreed syllabus, this reflects best practise for younger pupils and the fact that the Key Stage lasts only 2 years. Children develop awareness of other world faiths as part of whole Key Stage celebrations – eg Diwali Day and Chinese New Year.
LKS2	Pupils study Christianity, Hinduism and Judaism in depth
UKS2	Pupils continue to extend and deepen their knowledge of Christianity and study Islam in depth. They reflect upon, develop and apply their knowledge of Hinduism and Judaism to widen their perspective of themes such as Symbols and Sacred texts.

The outline above is expanded further in the school progression document for Religious Education.

Teaching and Learning

As stated in the Buckinghamshire Agreed Syllabus for RE 2016-2021 *'It is expected... ..that 5% of curriculum time across each Key Stage is provided to enable quality learning to take place.'*

This equates to:

- KS1: 36 hours per year (e.g. 50 minutes a week)
- KS2: 45 hours per year (e.g. an hour per week)

This time can be allocated as part of an RE Day, in longer blocks, or weekly sessions at the discretion of the class teacher, depending on the topic being taught and the needs of the class. This should be marked clearly on termly planning documents. There will also be some cross-curricular coverage of RE including teaching through other subjects, whole school events, assemblies and collective worship.

RE is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This includes differentiation by task and by outcome. One of the strengths of RE teaching at Roundwood Primary School is the diverse way in which children are able to respond to and record their learning in RE as exemplified in the class Big Books.

Resources to support the teaching and learning of specific topics and main reference materials are kept on both sites. Where resources are not available to support teaching of specific units, the RE co-ordinator should be informed.

A copy of The Buckinghamshire Agreed Syllabus and Oxford Diocese Living Faith Scheme of Work are accessible in the RE folder on Shared docs.

Planning

Planning is based on the Buckinghamshire Agreed Syllabus, following the Unit Plans identified in the Oxford Diocese Living Faith Scheme of Work.

We recognise that effective teaching and learning starts with a key question and this is shared with children at the start of each unit and reviewed throughout.

Planned progression built into the RE curriculum means that the children are increasingly challenged as they move through the school.

Progress in RE can be characterised by:

- Acquiring wider and more detailed knowledge of religious beliefs and practices;
- Deepening understanding of the meaning of stories, symbols, events and practices;
- More fluent and competent use of religious language and terminology;

The RE Curriculum Progression document shows this in greater depth and identifies key vocabulary for each Key Stage.

SEN

The Buckinghamshire Agreed Syllabus is the RE entitlement of all pupils, at Roundwood Primary School. We support the following core principles of inclusion across all areas of the curriculum:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Assessment and recording

The DFE encourages teachers to:

“recognise that progress in RE is not likely to be linear, so ensure that the curriculum offers opportunities to re-visit and deepen understanding of core concepts; assessment should show a deepening of understanding” (Exemplification of Teacher standards 2013)

As with all other subjects, teachers make on going informal assessments to inform planning and support differentiation of tasks.

Practical assessment provides evidence of progress through the experience, explore, respond model.

Teachers record pupils' progress in RE using the Assessment Section on the Unit Plans, and review this at key assessment points throughout the year. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the levels reflected in the assessment statements for each unit, these are reported to parents as part of the child's annual school report. This information is shared with the next teacher in order to ensure continuity.

As stated in the Bucks Agreed Syllabus 'It is recognised that there are aspects of RE that cannot and should not be assessed.'

Assessments at the end of each unit and at the end of the year should be passed to the RE co-ordinator for moderating purposes.

Children's learning in RE is recorded in a class 'Big Book' over a year which can include examples of children's work, reflections, photographs of practical activities, visits, speakers and displays to show the impact of learning. Individual class teachers are responsible for contributing to and maintaining these.

Monitoring and Review

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in RE.

The RE Co-ordinator in liaison with class teachers and the SLT, should evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

Policy Adopted by the Governing Body:

Review Date: