



## Rosemellin Primary School RE Policy

Reviewed

July 2021

### 1 Aims and objectives

- 1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people, as well as develop knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge and understanding of world religions, including those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.
- 1.2 The aims of religious education are to help children:
- develop an awareness of spiritual and moral issues in life experiences;
  - develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
  - develop an understanding of what it means to be committed to a religious tradition;
  - be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
  - develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
  - have respect for other people's views and to celebrate the diversity in society.

### 2 The legal position of religious education

- 2.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Cornwall LEA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### 3 Teaching and learning style

- 3.1 We base our teaching and learning style in RE on the principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 3.2 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Hanukkah etc. to develop their religious thinking. We organize visits

to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

- 3.3** The children study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. A variety of teaching and learning approaches are used, including research, discussion, art/design, story, drama and I.C.T.
- 3.4** We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
- setting common tasks which are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
  - grouping the children by ability in the room and setting different tasks for each ability group;
  - providing resources of different complexity, adapted to the ability of the child;
  - using teaching assistants to support the work of individuals or groups of children.
- 3.5** We use **Circle Time** as a 'Safe Space' in order to encourage and facilitate discussion. For example, Y5/6 hold regular 'Discuss the news' sessions which may support discussions on radicalisation and extremism.

## **4 Curriculum planning in religious education**

- 4.1** We plan our religious education curriculum in accordance with the Cornwall LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2** Our long-term curriculum plan outlines the religious education topics studied during each half-term in each year group. The RE subject leader works out this plan in conjunction with teaching colleagues. We may teach religious education topics in conjunction with other subjects, especially at Key Stage 1. In Key Stage 2, we place an increasing emphasis on independent study of religious themes and topics.
- 4.3** The class teacher produces medium term/weekly plans. The format of these documents is adjusted to meet the planning needs of each year group. The RE subject leader reviews these plans on a regular basis.

## **5 Foundation Stage**

- 5.1** We teach religious education to all children in the school, including those in the reception classes.
- 5.2** In the reception classes, the children encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. The Cornwall Agreed Syllabus sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. These also connect to the EYFS seven areas of learning.

## **6 Contribution of religious education to the teaching of other subjects**

### **6.1 English**

Religious education contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

### **6.2 Information and communication technology (ICT)**

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation. Interactive whiteboards are used to present R.E topics to whole groups/classes.

### **6.3 Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as caring for the environment. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.

### **6.4 Spiritual, moral, social and cultural development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives. We get involved in charity projects which offer an opportunity for the children to learn about and support others in need.

## **7 Teaching religious education to children with special educational needs**

7.1 In our school we teach RE to all children in order to provide a broad and balanced education. When teaching RE, we provide appropriate learning opportunities for the children with special educational needs. We take into account any targets set for individual children in their Individual Education Plans (IEPs).

## **8 Assessment and recording**

8.1 We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. We assess throughout the year to monitor the progress of the children, plan the next steps, and report to parents at the end of the year.

8.2 The RE subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in RE throughout the school.

## **9 Resources**

9.1 We have sufficient resources in our school to teach all our religious education teaching units. We keep resources for religious education in a central store. There is a set of bibles for both key stages, a range of DVDs and a collection of religious artefacts which we use to enrich teaching in religious education. There is also a good supply of RE topic books and internet websites to support the children's individual research.

## **10 Monitoring and review**

10.1 The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education, eg through book looks, pupil interviews and lesson observations. S/he is responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. S/he is also responsible for the maintenance, ordering and upkeep of RE resources.

### **Note**

This RE policy should be read in conjunction with the PSHEE and Tackling Extremism and Radicalisation Policies.