

# Religious Education Policy



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This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Whale Hill Primary School.

Our Religious Education curriculum provide pupils with a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. The teaching of Religious Education is a statutory requirement for all maintained schools across England. Whale Hill Primary School's Religious Education curriculum has been developed in line with the Middlesbrough locally agreed syllabus for 2020-2025. We build on statutory content already outlined in the locally agreed syllabus and follow the 'RE Today' scheme of work to provide consistency and progression throughout our school.

#### **Intent Statement**

Our Religious Education curriculum aims to contribute dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God(s), ultimate reality, issues of right and wrong and what it means to be human. In RE, pupils learn about and from religions and worldviews in local, national and global contexts. Teaching will equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our curriculum aims to develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

#### **Aims**

The curriculum for RE aims to ensure that all pupils:

##### **1. Know about and understand a range of religions and worldviews<sup>1</sup>, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom<sup>2</sup> found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

##### **2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion

##### **3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

#### **Scheme of Work**

Detailed schemes of work are available on staff shared. Each year group also has an RE schemes of work folder.

Religion coverage: EYFS - themes emerging from the EYFS Framework

KS1 – Christianity, Judaism and Islam

Lower KS2 - Christianity, Islam, Hinduism, Judaism

Upper KS2 - Christianity, Islam, Hinduism, Judaism, Humanist views

### The Role of the Subject Leader

#### **Support teachers by:**

-Ensuring that all staff teaching Religious Education have access to the latest and most up-to-date curriculum and its resources.

-Ensuring schemes of work comply with the curriculum aims and objectives in our Agreed Syllabus. Staff and pupils have access to resources to help the curriculum to be delivered creatively and objectively.

-Providing an up to date skills progression document that enables teachers to build upon previously learned skills.

-Being readily available to offer advice about the teaching of Religious Education in all year groups.

#### **Ensure that Religious Education is taught to a consistently high standard by:**

-Carrying out informal observations, learning walks and book scrutinise

-Providing teachers with written feedback about the teaching and learning of Religious Education within their year group.

-Monitoring the assessment of Religious Education across the school.

-Monitor the resources available within school and purchase when necessary.

### SEN

The vision of this agreed syllabus is of RE for all. Every pupil can achieve and benefit from their RE, including all pupils with Special Educational Needs and Disabilities (SEND). RE is a statutory part of the core curriculum for *all* pupils, including those with learning difficulties. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. RE provision for different groups of pupils will vary but all pupils should be included in RE.

### Resources

We have a wide range of resources to support our RE teaching that we continue to develop. Some resources are stored electronically, some are kept by the appropriate year groups (relating to their topics) and others are found in a centralised area in school. The resources within school include such things as story books, reference books, religious artefacts, religious texts and where possible visitors

into school. A regular audit of resources takes place by the RE subject leaders in order to update our collection.

### Visits/Visitors

At Whale Hill School we believe that educational visits and visitors are a fantastic way to bring learning to life for children. Where possible we will carefully plan a range of visits and visitors to ensure that children have a wide range of cultural opportunities which link to their RE learning, embed their knowledge and widen their life experiences. These will include visitors from different religions, cultures and communities and where possible visits to different religious buildings.

### Right of Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum, which can be taught to all pupils, by all staff. Teachers are asked to refer to the Head Teacher / Deputy Head Teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the Head Teacher and a record kept of them.

### Monitoring/Review

Monitoring of the teaching and learning of Religious Education is carried out by informal observations, learning walks and book scrutinies. Teachers will be provided with written feedback about the teaching and learning of Religious Education within their year group.

Teaching staff will use the SACRE Agreed Syllabus unit learning outcomes to assess the children against the criteria for 'emerging', 'expected' and 'exceeding'. All year groups will complete and assessment sheet for each RE topic taught.

This policy will be reviewed every two years in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.