



Religious Education Policy 2022

Mission Statement

We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to "Let Your Light Shine" (Mathew 5:16)

Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.

Love of Learning - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

Faith - We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

Respect - We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

Partnerships - We work together with our families, the Church and the local and wider community, valuing their support.

HEADTEACHER: Mr Chris Burman

CHAIR OF GOVERNORS: Mrs Sue Owen

This policy is reviewed three-yearly by the Local Governing Body (LGB).

Policy reviewed by the LGB

December 2022

Policy Links: Collective Worship; SMSC

1 AIMS AND OBJECTIVES

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Brent Knoll Church of England Primary School we introduce knowledge and understanding of the major world faiths and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. 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.

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;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

2 THE LEGAL POSITION OF RELIGIOUS EDUCATION

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 Somerset L.E.A's Agreed Syllabus - Awareness, Mystery and Value 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

We base our teaching and learning style in RE on the key 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.

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, Passover etc., to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues working individually or in groups. Sometimes they prepare presentations and share these with other members of the School in acts of collective worship.

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;
- 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;

4 CURRICULUM PLANNING IN RELIGIOUS EDUCATION

We plan our religious education curriculum in accordance with the Somerset 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.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. We teach religious education themes in conjunction with other subjects when appropriate,

especially at Key Stage 1. Some of our medium-term (termly) themes have a particular historical focus.

Our medium-term plans give details of each unit of work for each term. The RE subject leader reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a three or four year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat themes.

5 FOUNDATION STAGE

We teach religious education to all children in the School, including those in the reception class.

In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

6 CONTRIBUTION OF RELIGIOUS EDUCATION TO THE TEACHING OF OTHER SUBJECTS

English

Religious education contributes significantly to the teaching of English in our School by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussion. We also use drama to bring stories to life.

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. Photographs are often used to record pieces of work.

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 and about British Values. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. 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. In general, by promoting tolerance and understanding of other people,

we enable children to appreciate what it means to be positive members of our pluralistic society.

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.

7 TEACHING RELIGIOUS EDUCATION TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At our School we teach religious education to all children, whatever their ability. Religious education forms part of the School curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching material, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 ASSESSMENT AND RECORDING

We assess children's work in religious education by making informal judgements as we observe them during lessons.

9 RESOURCES

We have sufficient resources available to teach all religious education units. Each child has their own Bible which is presented to them when they start school and available for them to use during their time at school. It is presented to them when

they leave. We also have a selection of other Bibles for class use. As a school we have a collection of religious artefacts and also store and manage the county resource boxes for use by local schools and ourselves. The School library has a good selection of RE topic books and computer software to support the children's individual research.

10 MONITORING AND REVIEW

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also 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.