



## Religious Education Policy

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## **Religious Education Policy**

### **Vision**

At CPS, children will explore and learn about different religious traditions and beliefs in their community and around the world. A CPS Theologian will leave with the skills to be confident to challenge different ideas and philosophies, be respectful and develop a positive attitude towards fundamental British Values and beliefs. Their skills will enable them to challenge and understand the ways in which beliefs, values and practices impact on ways of life, ourselves and on others.

### **Aims**

The aims of this syllabus and, therefore, our aims for the teaching of R.E. are:

- to acquire and develop a knowledge and understanding of Christianity and the other major world faiths represented in Great Britain today.
- to develop an understanding of the influences of beliefs, values, and traditions on individuals, communities, societies and cultures.
- to develop the ability to form reasoned opinions, leading to informed judgements, about religious and moral issues, with reference to the teachings of the major world faiths.
- to enhance the pupils' spiritual, moral, cultural and social development by developing an awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them, responding to such questions with reference to the teaching and practices of religions, and to their own understanding and experience, reflecting on their own beliefs, values and experiences in the light of their study.
- to develop a positive attitude towards other people, respecting their right to hold different beliefs from their own or no beliefs, and towards living in a society of diverse religions.

### **Rationale**

At Claygate Primary School, we believe that learning about different religious traditions and values provides a valuable educational, social, and cultural experience for our pupils. It helps them to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions. It also encourages pupils to respect the fundamental British values of democracy; Rule of Law, Individual Liberty and Mutual Respect, and Tolerance of those with different faiths and beliefs. Our curriculum is based upon the National Curriculum and Surrey SACRE (Surrey Standing Advisory Council on Religious Education).

## **Impact**

Within each lesson, retrieval practise revisits prior learning and helps strengthen long term memory. The curriculum overview maps the Religious Education topics studies in each term during each year group and key stage. We teach the knowledge, skills and understanding set out in the National Curriculum through corresponding programme of study.

This is shown by:

- acquiring a wider and detailed knowledge of religious beliefs and practices,
- a deepening understanding of the meaning of stories, symbols, events and practices,
- a more fluent and competent use of religious language and terminology,
- increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment.

## **The National Curriculum**

The Education Reform Act (1988) requires that Religious Education is taught to all pupils in full-time education.

R.E. should be taught in accordance with a syllabus agreed on a local basis. This agreed syllabus should reflect the fact that the religious traditions and values in Great Britain are mainly Christian, while taking account the wonderful breadth of faith groups represented in Great Britain. This syllabus must not be designed to convert pupils or to promote a particular religion or religious belief.

## **Values and Attitudes**

Children:

- work with others, listening to each other's ideas, and treat others with respect,
- have opportunities to consider their own experiences, attitudes and values, and those of other people,
- develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available,
- identify puzzling questions and suggest answers,
- develop their understanding of why certain things are held to be right or wrong,
- relate to moral and religious issues.

## **The contribution of Religious Education to other subjects:**

We aim to provide opportunities for developing key skills that underpin all subjects such as communication, working with others and improving one's own learning and performance. The cross curricular links are across both core and foundation subjects, including History, Music, Art, English and PHSE. Lessons can be enhanced by the use of ICT, expressive arts, visits and visitors.

## ***English***

Religious Education allows pupils to implement good Oracy skills and debating skills to discuss philosophical and religious points of view, including talking through their work and presenting their own ideas using writing of different kinds, studying sacred texts and stories and by extracting information from various sources.

### **Implementation**

The R.E. curriculum is a broad and varied curriculum, which is delivered in a variety of formal and less formal ways, including the use of artefacts, videos, people etc. Children with Special Educational Needs and children for whom English is an additional language are able to gain equal access to the R.E. curriculum. The R.E. programme offers opportunities for all pupils to follow a part or all of the National Curriculum, although some adjustment may be necessary to cater for individual needs. R.E. is seen as a tool to help pupils develop understanding and tolerance, to make an individual contribution and to be sensitive to the activities and ideas of others.

Planning is done in half- termly units, as detailed in the Long Term Plans for R.E. The School planning is guided by the plans as set out by SACRE.

KS2 are focusing on an approach led by Opening Worlds that follows a careful progression of RE across the year groups, whilst KS1 are looking into Bible Stories that meet the needs of the SACRE scheme.

### **The Role of the Subject Leader**

The role is to:

- formulate the R.E. policy and curriculum
- identify areas for development
- keep staff informed of the latest local and national developments and to provide in-house training accordingly
- advise and support teachers in their planning and teaching of RE
- monitor and evaluate the R.E. curriculum through discussion with staff and children
- to ensure that there are sufficient and appropriate R.E. resources.

### **Organisation and Resources**

Religious Education is a subject learnt through a variety of activities.

Resources reflect religious beliefs, spirituality, celebration, worship, practices and belonging.

### **Assessment and Reporting**

Ongoing informal assessment takes place during teaching sessions. The R.E. subject leader monitors medium-term planning to ensure coverage, continuity and progression between the year groups. The subject leader also undertakes learning walks in line with the school's programme of monitoring.

### **Home/School Links**

We are keen to develop links between school and parents who are members of local faith groups. From time to time, they are invited in to school to share elements of their beliefs, celebrations etc. with the children. Children who are members of faith groups are encouraged to share with their peers what their faith means to them in their daily lives and to bring in artefacts and books to share with others.