

Sutton-at-Hone Church of England Primary School



Religious Education Policy



A Church of England Voluntary Aided School
Diocese of Rochester

Policy Date: June 2021

Review Date: June 2022

Headteacher: Karen Trowell

Chair of Governors: James Stubbs

Policy Statement for Religious Education at Sutton-At-Hone C.E. Primary School

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Legal requirements and time allocation

As required by law, our school provides Religious Education (RE) for all pupils in accordance with the syllabus adopted by the Governing Body, being the Rochester Diocesan Syllabus for Religious Education. Following its advice, we devote 5% of curriculum time to this subject. Class lessons last between forty-five minutes to an hour a week over the year. Also, one additional 'off curriculum' day is devoted to RE each year when the children explore religion and faith more deeply for themselves and others. This is in addition to the time allocated to Collective Worship.

The purpose of RE for pupils

The purpose of RE is to enable pupils to become religiously literate or to develop their existing religious literacy.

Religious Literacy is:

"The ability to hold balanced and informed conversations about religions and beliefs."

Aims

Religious Education is an educational activity which promotes the spiritual, moral, social and cultural development of pupils. It aims to enable pupils to:

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of Christianity, of religion and belief more widely, of themselves, the world and human experience.

Spiritual, moral, social and cultural development

Religious Education has a particular contribution to this aspect of education because of its subject matter and the approach that is taken to the subject in this school.

Pupils are encouraged to:

- develop their own spirituality by exploring religious ideas and reflecting upon them for themselves
- develop morally by considering religious codes of conduct and discussing moral issues
- explore the social aspects of religion such as religious lifestyles
- listen to each other and to respect people whose ideas are different from their own.

Cultural development is promoted by an emphasis on Christianity, which has influenced British art, music and literature over the centuries. Our pupils are also encouraged to appreciate the diversity and richness of other cultures by studying some of the other principal religions in Great Britain. All staff engage in this teaching and learning experience with the pupils, to allow and encourage the children to develop a deep sense of self.

Content

Religious education is a core subject at our school and we follow the Understanding Christianity curriculum which is adapted to suit our pupils where necessary. The curriculum follows a two-yearly cycle for all classes, with the first year focusing on core learning and the second year on deepening understanding. In addition to this, from Year 1 to Year 6 children will spend two terms learning about World faiths.

EYFS: Creation, Incarnation, Salvation

In Early Years Foundation Stage, teachers will lay the foundations for RE by following the recommended Early Learning Goals, particularly 'Personal, Social and Emotional Development' and 'Understanding of the World'.

KS1: God, Creation, Incarnation, Gospel, Salvation, Faith stories (Year 1), Judaism (Year 2)

In Key Stage 1 our school draws on Christianity mainly and begins to explore faiths other than Christianity.

LKS2: Creation/ Fall, People of God, Incarnation/ God, Gospel, Salvation, Kingdom of God, Sikhism (Year 3), Hinduism (Year 4)

UKS2: God, Creation/Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God, Islam (Year 5), Buddhism (Year 6)

In Key Stage 2 Christianity continues to be studied for over 80% of the time. In addition, the pupils study Sikhism, Hinduism, Islam and Buddhism as set out in the Diocesan Syllabus.

The following aspects of religions are considered: symbolism, worship and celebration, authority (i.e. key figures, religious leaders and holy books), values and lifestyles, and questions about the meaning and purpose of life.

The Big Frieze is a piece of artwork depicting the bigger story of The Bible. This is introduced in EYFS and is revisited at the beginning of each Understanding Christianity unit in every year group. This allows pupils to gain a deeper understanding of the wider picture of the bible, enabling them to consider the order in which the key events occur.

Approach

In both Key Stages 1 and 2, RE is studied as a separate subject but it is also linked with other areas of the curriculum. Care is taken to ensure progression and development of ideas in the RE syllabus.

A variety of teaching strategies and resources are used in RE to make it as interesting as possible and appropriate to the age of the pupils.

For the very young pupils in the Foundation Stage this is achieved by respecting their natural ways of learning through sense experience, exploration, conversation and play. Older pupils

investigate, evaluate and discuss issues before recording in writing, drawing or acting. Resources include a variety of children's bibles, books, posters, internet, DVDs, videos and artefacts. We also regularly visit the local parish church. Sometimes visits are made to other buildings and places of worship.

Attainment targets

Pupils are taught both about religion and theology and to learn from religion and theology. The first of these objectives refers to knowledge and understanding of religions. The second makes this knowledge relevant to the pupils and encourages them to relate this to themselves. Within the Diocesan Syllabus, these attainment target areas are assessed at the end of each core unit by a series of relevant statements. These assessment records enable teachers to make an annual assessment of progress for each child, which forms part of the child's annual report to parents. This information is passed on to the next teacher at the end of each school year.

Equal Opportunities

Our School values the opinions, and respects the beliefs and practices, of all pupils, staff and visitors, and handles with sensitivity, minority groups or opinions. Likewise, staff, visitors and pupils are expected to respect the beliefs and practices of each other.

Special Educational Needs

In line with the SEN Code of Practice, our school provides a broad and balanced curriculum that meets the specific needs of all pupils. In providing these learning opportunities, we follow the three principles as set out in the National Curriculum Inclusion Statement:

- to set suitable learning challenges
- to respond to pupils' diverse learning needs
- to overcome potential barriers to learning and assessment for individuals and groups of pupils

At all levels teachers are expected to be aware of the need to:

- extend the more able pupils in their class or group with relevant questions
- identify underachievement and give support
- plan an appropriate programme of study for learning achievement
- follow the 'School Approach' as identified in our School's SEN Policy.

In accordance with this Inclusion statement, RE input and tasks are differentiated, often by questioning, at a level appropriate to each pupil so that all pupils have access to the RE curriculum.

Withdrawal

Parents/Carers have a right to withdraw their children from all or part of RE. However, we encourage the parent/carer to discuss this issue with the Headteacher before making a final decision.

The Role of the RE Leader

- To monitor record keeping and assessment.
- To review the policy on a rolling cycle in accordance with school policy.

- To ensure the aims and principles of the policy are implemented.
- To monitor planning, teaching and books.
- To provide support and CPD for colleagues.
- To monitor use of resources
- To attend appropriate CPD and disseminate to colleagues as appropriate.