



Stivichall Primary School

Religious Education Policy

September 2023

Religious Education Policy

Contents

- Aims and Objectives
- Legal Position
- Teaching and Learning
- R.E. Curriculum Planning
- Foundation Stage
- Contribution of R.E. to the teaching in other curriculum areas
- R.E. and I.C.T.
- Equal Opportunities and Inclusion
- Assessment and recording
- Resources
- Monitoring and Review

Aims and Objectives

Religious Education provides pupils with the opportunity to learn about Christianity, the main world religions and other beliefs, which gives life value and meaning. It also encourages pupils to consider their own response to serious questions to do with life, death, God, happiness, existence itself and also their views about what is right and wrong. RE aims to help pupils to become citizens of the world who can live in harmony with each other. It is not about telling pupils what religious views they should have but rather assists them in their personal search for meaning.

R.E. enables children to investigate and reflect on some of the fundamental questions asked by people. At Stivichall Primary School we develop the children's knowledge and understanding of the major world religions and other beliefs that give life value and meaning. Through this we encourage children to consider their own response to some of the fundamental questions in life, such as; the meaning of life, death, God, happiness, existence itself and also their views about what is right and wrong. We enable children to develop a sound knowledge of Christianity and other world religions and give them the opportunity to reflect on their own spiritual knowledge and understanding.

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
- Develop an understanding of what it means to be committed to a religious tradition

- Be able to reflect on their own experiences and beliefs to help develop a personal response to the fundamental questions of life
- Develop an understanding of different religious traditions and to appreciate the cultural diversity in Britain today
- Develop investigative research skills to enable them to make reasoned judgements about religious issues
- Gain first hand experience of people and places associated with different religious traditions
- Have respect for other people's differing views, religious beliefs and value systems and to celebrate the diversity in our society
- Acquire personal characteristics like integrity, tolerance and empathy

Objectives –

At Stivichall we follow the objectives set in the Coventry L.A. syllabus, which was amended in September 2017. The current objectives are:

- A.) Know about and understand a range of religions and worldviews
- B.) Express ideas and insights about the nature, significance and impact of religions and worldviews
- C.) Gain and deploy the skills needed to engage seriously with religions and worldviews.

A. Knowledge and Understanding

Know about and understand a range of religions and worldviews , 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 found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights

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.

C. Gain and Deploy Skills

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.

Legal Position

All children at Stivichall Primary School are entitled to receive a programme of teaching and learning in Religious Education in line with the Coventry Agreed Syllabus. This conforms to the requirements of the 1988 Education Reform Act (ERA) which states that an agreed syllabus should:

'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'

The ERA stipulates that R.E. is compulsory for all children. However, it also states that parents may withdraw their child from R.E. classes if they so wish, but only after parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach R.E., but only after they have given due notice of their intention to the school governors.

The R.E. curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship and British values.

Time Allocation:

The recommended times are based on the need to cover the agreed syllabus and the requirement that religious education will be taught for a reasonable period of time in all Key Stages. Acts of collective worship may contribute to pupils' overall religious education but they are not to be included in these time recommendations.

KS1 30 hours per year

KS2 35 hours per year

Teaching and Learning

Teaching and learning in R.E. allows the children to learn about religious traditions and to reflect on what these religious ideas and concepts mean to them. The R.E. teaching enables them to extend their own sense of values and promotes their spiritual growth and development. Children are encouraged to think about their own views and values in relation to the themes and topics studied in the R.E. curriculum. Our teaching enables children to build on and deepen their own experiences and extend their knowledge and understanding of religious traditions through a variety of experiences;

- Develop religious thinking using religious festivals throughout the year, such as Easter, Diwali etc.
- Visits to various places of worship
- Representatives from different religious groups visit school to talk to the children. We have an established relationship with the team at St. Martin's church who see each year group at least once in an academic year either in school or church to strengthen teaching and learning of the Christian faith.

- Children take part in role play, including looking at food, dress and music involved in a range of religious traditions
- Use interfaith week as a springboard to reflect upon and to explore faith, values and spirituality in a deeper way
- The use of creativity: art, drama, music, videos, and assembly performances, to enrich their understanding of beliefs, teachings, and practices in different faiths and express their ideas
- The use of artefacts, artwork and videos to stimulate discussion and further their thinking
- Carry out research into religious topics, comparing topics on different faith groups, such as rites of passage

Teaching reflects the fact that the religious traditions are, in the main, Christian, but units of work have been planned so that pupils acquire knowledge of other principal world religions, namely Buddhism, Hinduism, Islam, Judaism and Sikhism.

Presentation and marking follow the schools agreed policies.

Pupils will be given opportunities to develop the following skills, abilities and attitudes:

reflection, empathy, enquiry, respect, sensitivity, open mindedness and self esteem.

We recognise 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:

- Setting open-ended tasks which can have a variety of responses
- Setting tasks of increasing difficulty, where necessary
- Grouping children by ability and setting different tasks for each 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
- Providing resources to groups or individuals to scaffold their learning, where needed

We have a whole school approach to Religious Education and twice a year children in all year groups celebrate different faiths during Inter faith week and on World Religion Day. During these times, children across the school take part in a range of activities including research, art, drama, dance and poetry.

We also have a World Faith display board in the school hall which features one of the six major faiths each half term.

R.E. Curriculum Planning

Stivichall Primary follow the Coventry and Warwickshire agreed syllabus, which came into place in September 2017. The curriculum overview was amended in the light of the new syllabus.

We ensure that the topics studied in RE build on prior learning and a 'Building Blocks' document is available for staff so that they can see past and future learning. This ensures that learning is built upon and not simply repeated. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

Foundation Stage

Personal, social and emotional development

Personal, social and emotional development in the EYFS involves helping children to:

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others

Understanding the world

Understanding the world in the EYFS involves helping children to:

- Talk about members of their immediate family and community
- Compare and contrast characters from stories
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries

Communication and language

Communication and language involves giving children opportunities to:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary and use it in different contexts
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what is being said to them

- Articulate their ideas and thoughts in well formed sentences
- Describe events in some detail
- Engage in story times
- Listen to and talk about stories and retell the story
- Learn rhymes, poems and songs
- Engage in non fiction books

Literacy

Literacy development involves encouraging children to:

- Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Write short sentences

Expressive arts and design

Expressive arts and design involves enabling children to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Create collaboratively, sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own
- Develop storylines
- Explain and engage in music making and dance

We teach Religious Education in reception classes as an integral part of the Foundation Stage of the National Curriculum. We relate the children's work to the objectives set out in the early learning goals (ELGs), which underpin the curriculum planning for children aged three to five. RE makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as celebrations, dressing up, listening to stories, looking at pictures of places and people, or discovering the meaning of values and beliefs in relation to their own lives.

Contribution of R.E. to the teaching of other subjects

English - R.E. contributes significantly to the teaching of English by actively promoting the skills needed for reading, writing, speaking and listening. R.E. allows the opportunity to use different genres of writing and also for drama.

I.C.T. - We use I.C.T. where appropriate and where it supports the teaching of the learning objectives for the R.E. lesson. The children find, select and analyse information using the internet, software and appropriate web-based resources. These provide access to authentic texts, images, sounds, people and places relating to a wide variety of religions and cultures. The level of ICT skill required in the lesson will be appropriate and the RE lesson will not be used to teach ICT skills.

Personal, Social and Health Education (P.S.H.E.) and British Values - Through our R.E. lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. 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 pluralistic society.

Spiritual, Moral, Social and Cultural development (S.M.S.C) - Through teaching R.E. in school we offer 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 ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of faith and values and in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Art - Art features in many faiths so R.E. lessons can contribute to looking at and trying a variety of styles of art, whilst allowing opportunities to reflect on the faith being studied. For example, Year 3 have some Islamic art to reflect on as part of their topic on Islam and year 6 look at various portrayals of the Jesus as a baby as part of their Christmas work.

Equal Opportunities and Inclusion

All pupils have an equal entitlement to learning in Religious Education, irrespective of social background, culture, race, religion, gender, differences in abilities and disabilities. When teaching R.E. we ensure that the learning opportunities provided are matched to the needs of all children, taking into account the targets set for individual children.

Assessment and recording

Recording in R.E. can take a number of forms. This might be reflective diaries, artwork, written work, or discussion. Teachers assess the children's work by making informal judgements once a piece of work has been completed or through observations made in class. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future.

At the end of each topic, children carry out an assessment task in line with the end of Key Stage outcomes as described in the Coventry and Warwickshire Agreed Syllabus.

Resources

We have sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central store, where there is a box of equipment for each faith. There are Bibles for both Key Stages, and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a good supply of RE topic books to support the children's individual research. Planning resources from R.E. today are kept in the PPA room for teachers to use. There are also useful teaching resources on the server in the Religious Education folder.

Monitoring and Review

The R.E. subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in R.E. They are responsible for supporting colleagues in the teaching of R.E., for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The R.E. co-ordinator also monitors the strengths and weaknesses in the subject and indicates areas for further improvement as and when necessary.

Lorraine Dixon
R.E. subject leader
September 2022
Date for review: