



Cheswardine Primary and Nursery School

Policy Document: Religious Education

November 2017

Subject Leader/monitor: S King

Governor Link: Staffing and Curriculum Committee

The Importance of Religious Education

“RE is a distinctive but core part of the basic curriculum for maintained schools in England. The curriculum for a maintained school must be a balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.” (Religious Education in Schools: Non-statutory guidance 2010).

The Education Reform Act 1988 requires that all new syllabuses, i.e. those adopted on or after 29 September 1988, must ‘reflect the fact that the religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.’

In accordance with the aims of Cheswardine Primary and Nursery School in our Religious Education we aim;-

- To help children to develop skills and attitudes that will support them in their personal, spiritual, moral and social development. These attitudes and skills are:-

Attitudes

1. Respect
2. Open-mindedness
3. Sensitivity
4. Critical awareness
5. Appreciation and wonder
6. Raising self-esteem
7. Commitment

Skills

1. Reflection
 2. Empathy
 3. Communication
 4. Analysis
 5. Evaluation
 6. Reasoning
 7. Enquiry
- To ensure that children develop a clear knowledge, understanding, insight and appreciation of Christianity and its impact upon National and local life.
 - To ensure that children develop a clear knowledge, understanding, insight and appreciation of contemporary Judaism, Islam and Buddhism and other faiths and non-faiths as appropriate.
 - To facilitate children having an understanding of the nature and meaning of faith.
 - To encourage children reflect upon, evaluate and explore their beliefs and values in light of the beliefs and values of others including religious traditions and the school community and to have the confidence to express these.
 - To help children to grow in their spiritual development through reflection on their feelings and relationships.

How we meet legal requirements

We teach RE in accordance with the requirements of the Shropshire Agreed Syllabus, which requires us to provide a curriculum that ensures pupils:

- Know and understand a range of religious and non-religious worldviews, so that they can:
 1. Describe, explain and analyse religious and non-religious beliefs and practices, recognising the diversity which exists within and between individuals and communities.
 2. Identify and investigate questions posed and responses offered by the worlds' religions and non-religious viewpoints.
 3. Appraise the nature and significance of religion and non-religious worldviews.
 4. Appreciate the impact of faith, beliefs and values on individuals and communities
- Know and understand a range of responses to questions of meaning, purpose and truth.
- Develop the skills needed to engage seriously with religions and non-religious worldviews so they can:
 1. Describe them, interpret text, consider, analyse and appraise evidence critically
 2. Explain some of the key concepts that underpin them
 3. Articulate beliefs and values clearly so as to explain the reasons why they may be important in their own and other people's lives.

We also recognise and comply with

- The legal right of parents to have their child's progress in RE reported to them on an annual basis
- The 'Conscience Clause - s71 of the School Standards and Framework Act 1998 which states that all parents have the right to withdraw their children from religious education; this is stated in the School Prospectus. We strongly encourage parents to discuss the issue with the Head teacher. Such children will undertake other work in the classroom while RE is in progress. This policy also recognises that staff have the right, on grounds of conscience, not to teach RE to children. If staff exercise this right, arrangements will be made for another teacher to take the class for RE.

Guidelines for Teachers

Teaching and Learning

Teaching and Learning needs to focus on the key ideas, principles and concepts contained within SACRE. SACRE states that these must be at the heart of teacher's planning and should be prominent in their thinking when deciding what should be taught.

1. Identity, diversity and belonging –

How do believers develop a sense of identity? What range of beliefs exists within a faith? What ceremonies take place when an individual becomes part of any faith group?

2. Practices and ways of life –

Understanding what religious practices take place and how people live their lives within that faith community. Understanding how these practices differ within faiths, over time and around the world.

3. Expressing meaning –

Understanding that different faiths demonstrate meaning through symbols, symbolic actions or colour (art, music, artefacts, rituals, dance, prayer etc.)

4. Values and commitments –

Understanding the shared values of different faiths and what these require of their followers in terms of actions and behaviours.

5. Beliefs, Teachings and sources –

Understanding what different religions teach about God, life and ethical issues. Understanding the sources on which teaching is based (religious texts, leaders & teachers).

6. Meaning, Purpose and Truth –

Exploring how different religions give sense and purpose to life, death, the nature of good and evil, what it means to be human and other ultimate questions.

Religious Questions

RE has moved from a subject that was perceived as 'providing answers' to one that is fundamentally about the 'exploration of questions.'

The Religious Questions that form the basis of the syllabus are attached as an Appendix and have been grouped under suggested

key principles referred to above. It is expected that these questions will be identified and addressed in schemes of work of all schools. SACRE recommends that each component (lesson or unit of work) should be set out as a question.

Curriculum Planning

SACRE states that in Community Schools 'RE is taught according to the Shropshire Agreed Syllabus and comes under the remit of SACRE.'

- Time allocation for RE is in - **KS1** - YR/Y1/Y2 - 25-30 hours in each school year
- **KS2** – Y3/Y4/Y5/Y6 - 35 hours in each school year.
- Teaching of RE involves two attainment targets
AT1 – Learning about religion – where children should be able to describe and explain a variety of religious and non-religious world views.
AT2 – Learning from religion – where children should draw from AT1 the understanding to articulate their own world view whilst appreciate that of others.

Cheswardine Primary and Nursery School recognises that:

- Work may be blocked so as to allow more extended study in a shorter number of lessons overall.
- The 2-year curriculum plan aims to lead to overall coverage of the Agreed Syllabus, with RE taking place each term
- RE is identified in long, medium and short term planning.

Assessment, recording and reporting

- Within RE books we shall monitor the teaching of RE by completing target sheets which can be found on the inside cover of their exercise books.

Success Criteria

We will monitor progress using the following criteria:

- Staff fully aware of the Shropshire Agreed Syllabus
- Increased staff competence and confidence in teaching RE
- Increased children's knowledge and understanding of RE, developing more confidence to talk about their ideas and feelings and articulating their moral, ethical and spiritual responses in class
- Deeper whole-school awareness of the importance of quiet reflection.

Wide and Varied Curriculum

As part of a wide and varied curriculum RE teaching and learning will seek to develop:

1. Religious understanding.

Opportunities will be provided for pupils

- To think about and discuss religious and moral issues
- To have direct experience of religious issues (e.g. through role play, visits, visitors, etc)
- To have time for quiet reflection and moments of peace

2. Spiritual, moral, social and cultural development.

Opportunities will be provided for pupils

- To develop a sense of curiosity, positive behaviour, honesty and fairness, respect for truth and justice, participation in the life of the community
- To develop a knowledge and understanding of belief and faith, moral and ethical issues and a range of cultural and religious traditions, whilst valuing differences.

3. Links with other subjects.

Opportunities will be made to link RE with other subjects, e.g

- PSHE and Citizenship, particularly in areas of equality, relationships and developing respect.
- History and geography where we are dealing with belief systems of other times or distant cultures
- World or national events bring them to our attention or when children would find it helpful to make an ethical or religious response to events in the news, anniversaries, etc.

4. Class groupings for RE.

Opportunities will be provided for pupils

- To be taught in whole-class situations, especially when new work is being introduced and for feedback for group or individual work
- To work in pairs or small groups for discussion
- To work individually within the class.

Equal opportunities

Opportunities for learning will be provided to all pupils, regardless of race, gender or special educational needs. The work set will of course take into account the differing ages and abilities of the pupils in our classes.

Links with the church

Although we are not a church school, we have developed close links with St Swithuns church.

- Regular visits by the vicar and minister to take assemblies
- An annual Harvest Festival and Christmas Nativity
- The church being part of the local community of Cheswardine and as such is a valuable asset for historical and religious study.
- Termly service at St Swithuns church.

Role of the R.E. Subject Leader

The R.E. Subject Leader is responsible for the following aspects of Religious Education:

- Leading the school's approach to RE, making sure that what is taught is in line with the expectations of the Shropshire Agreed Syllabus and documents from the QCA.
- Organising, updating and buying RE resources.
- Liaising with LA advisory support, and attending courses.
- Leading the compilation and review of the school RE policy.
- Keeping up-to-date with local and national government initiatives in the subject.
- Supporting staff with ideas and resources for lessons.
- Monitoring progress through talking to children, looking at written work and checking planning.
- Reviewing medium term plans.

Implementation

- This policy will be adopted by and used within the school.
- The Subject Leader will monitor its progress against the success criteria on an annual basis.

Reviewed: November 2015

Reviewed: November 2017

To be reviewed: November 2019

Agreed and adopted by Governors at Staffing, Curriculum and Standards Committee meeting, 23rd May 2018