

Longmoor Primary School

Religious Education Policy

2024 - 2026



Adopted by Governors

Chair of Governors Signature: <i>Jane Wright</i>	Date: 27 th March, 2024
Chair of Governors Signature: <i>Jane Wright</i>	Date: 23 rd March, 2022
Chair of Governors Signature: Jane Wright	Date: July 2020
Chair of Governors Signature: Linda Fitch	Date: January 2020

Religious Education (RE) Policy

Aim

Religious Education explores the big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

The curriculum for RE aims to ensure that all pupils:

- 1. 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.
- 2. 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.
- 3. 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.

The legal position of religious education

RE must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum'. Our school RE curriculum is based on the Derbyshire agreed syllabus for Religious Education 2020 - 2025 and it meets all the requirements set out in that document. The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and non-religious beliefs.

In Foundation Stage 2 we are required to teach an average of 36 hours per year which is integrated into learning e.g PSED or Knowledge and Understanding.

In Key Stage 1 we are required to teach an average of 36 hours per year.

In Key Stage 2 we are required to teach an average of 45 hours per year.

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 which we then build on to extend their knowledge and understanding of other religious beliefs and traditions.

We aim to foster community links which encourage children to widen their view of the world around them. Year groups are encouraged to create a hook and wow around new units of learning which engage children. This includes visits to places of worship and invitations for people of different faiths to come in to school and talk to the children about special events/celebrations within a range of religions.

To ensure that all children understand what R.E is and, for younger children particularly, when R.E lessons are taking place, the character: 'Rupi Religion' introduces the learning sequence for every R.E lesson. The identifiable character defines what R.E is.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with the Derbyshire 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 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 through teachers adapting and differentiating the plans from the Derbyshire LEA's Agreed Syllabus for each lesson they teach and by differentiating the work and the level of support given.

We teach religious education to all children in the school, including those in the Foundation Stage 2 classes. In Foundation Stage 2 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. 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 to enable them to develop their knowledge and understanding of the cultural context of their own lives.

Assessment and recording

The standard of work in RE is expected to meet the targets children are following in other core subjects. Assessment will be made at the end of every term using the level descriptors set out in the Derbyshire Agreed Syllabus. Children are now formally assessed without levels, using the 'emerging', 'achieving' and 'exceeding' criteria. These assessments are used to inform and reflect on planning.

Resources

We have a wide variety of resources in our school to be able to teach the lessons approved by the Derbyshire Approved Scheme of work. These resources are updated regularly.

Reviewed January 2024 IB/TC