



Policy for Religious Education

BACKGROUND TO RELIGIOUS EDUCATION AT OUR SCHOOL

We believe that religious education is an essential part of the school curriculum, helping to prepare children for the opportunities, experiences and responsibilities of everyday life and contributing to their development as individuals. Religious Education (RE) is not a National Curriculum subject, but must be taught to all registered pupils. As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. It is this North Yorkshire Agreed Syllabus of Religious Education 2019-2024, which we have used as the basis of our planning and delivery of RE alongside the document Understanding Christianity released by the Church of England Education office in 2017.

Families who send their children to this school are in the main from practising Christian families; in addition, there are children who are from religions other than Christianity and some from non-religious backgrounds. Our RE curriculum is based around Believing, Expressing and Living. These are the core strands that run through our RE teaching.

Parental rights to withdraw children from RE

Parents of a pupil at a community, foundation or voluntary school have the right to withdraw their children from all or part of the RE programme. Where parents have concerns about their children taking part in RE, they are asked to discuss their concerns first with the class teacher or the head teacher. They will be able to discuss the RE programme and teaching methods in greater detail and give parents access to the RE unit materials and resources used. Agreement on alternative provision for the children would need to be reached should they be withdrawn from the RE programme.

Teachers may also withdraw from the teaching of RE (note 2).

A. VALUES AND AIMS

Principal Aim

-The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Child friendly version of the aim

-RE explores the big questions in 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 world views, reflecting on their own ideas and ways of living.

B. OBJECTIVES

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 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 and 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.

Teaching

The agreed syllabus requires that all pupils learn from Christianity in each Key Stage. We also teach our pupils about the features, beliefs and practices of other world religions.

4-5s Reception	Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1	Christianity and Islam or Judaism
7-11s Key Stage 2	Christianity, Islam, Judaism and Hinduism

ASSESSMENT, RECORDING AND REPORTING (see also school Assessment policy)

Assessment in the agreed syllabus is related to the end of year expectations. The learning outcomes within the agreed syllabus support teachers in assessing whether pupils are on track to meet end of key stage expectations. The key questions learning outcomes and end of key stage outcomes support teachers' planning for all pupils. The end of Key Stage statements can be used to report to parents. Children will be assessed against the emerging, expected or exceeding markers agreed in the syllabus at the end of each key question. The children will be assessed with regards to knowing about and understanding religions and world views, expressing and communicating ideas related to religions and world views and gaining and deploying the skills for studying religions and world views.

PLANNING

Teachers will use the agreed syllabus to aid them in planning and delivering outstanding RE lessons. Teachers should have the principal aim of RE at the forefront of their minds as they plan their RE.

Step 1: Key Question
Step 2: Select Learning Outcomes
Step 3: Select specific content
Step 4: Assessment: write specific pupil outcomes
Step 5: Develop teaching and learning activities

Teachers will use the Understanding Christianity curriculum and resources when planning Christianity lessons.

CROSS CURRICULAR OPPORTUNITIES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the

explicit RE curriculum. Where possible, links will be made with people and communities within the locality.

Planning will explore opportunities to enhance children's skills in oracy and literacy. Problem-solving, decision-making and interpersonal skills will also be developed.

RE themed days are also used within school to encourage deeper cross curricular learning.

EQUAL OPPORTUNITIES

Provision for RE is in accordance with the schools' equal opportunities policies. In accordance with the aims and values of the schools the pupils will develop an appreciation of and respect for the beliefs and philosophies of others. Pupils will be encouraged to value the rich variety of cultural traditions and lifestyles represented in Britain. It is acknowledged and respected that deep beliefs are held in the area of Religious Education. It is therefore our aim to deal with any matters arising as sensitively as possible.

Provision for children with special educational needs, including more able children will follow the school's policies in these areas. Children's needs are carefully monitored and supported through teacher planning and assessment. This enables objectives, tasks, teaching methods, resources and teacher/adult input to be matched to pupil needs. It includes the use of more challenging objectives or extension materials and tasks for the more able

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