



Shardlow Primary School

Aspire Achieve Thrive



Religious Education Policy

Approved by:	
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Introduction - The importance of religious education in the curriculum

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about faith, issues of right and wrong and what it means to be human.

At Shardlow Primary School, the RE curriculum aims to give the children in our care knowledge and understanding of the principal religions, these are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. RE is taught within a local, national and global context.

Our school RE curriculum offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures. In learning about Religion, children find out about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

Aims

Our principal aim is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by religions and beliefs, so as to promote their personal development.

RE plays an important role in promoting the spiritual, moral, social and cultural development of pupils, making a unique contribution to their spiritual development in particular. Our RE scheme is closely linked to our PSCH Scheme. Specifically, RE at our school aims to enable pupils of whatever ability and level of development to:

1. Acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. All of these religions are also present in the Derbyshire community.

2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Recognise forms of Radicalisation and how this may impact on their own and others behaviour.

3. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions.

4. Enhance their own spiritual, moral, cultural and social development by:

a) Developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;

b) Responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;

c) reflect upon their own beliefs and values in the light of their study

d) recognise that people have a right to hold different beliefs in a culturally diverse society.

Background to Religious Education at our school.

Religious Education (RE) is not a National Curriculum subject, but by law must be taught to all pupils as part of the core curriculum. As RE is not nationally determined, the Local Education Authority must provide an agreed syllabus. It is this Derbyshire Agreed Syllabus for Religious Education 2014-2019 which we use as the basis of our planning and delivery of RE.

Families who send their children to this school are in the main 'nominally' Christian. In addition, at any one point there may be children who are from religions other than Christianity and some from non-religious backgrounds. RE is concerned with 'learning about religions' and 'learning from religion' and it is not the intention or practice of this school to preach to or convert the children. The faith background of both the staff and the children's families is respected at all times.

Right of withdrawal

Parents of a pupil at a state school have a right to withdraw their children from Religious Education (RE). If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes this may consult the Head Teacher. Teachers may also withdraw from the teaching of RE.

Approaches to teaching and learning in RE

The school has an RE overview which outlines which religions should be taught over the year. This is a 2-yearly cycle. In line with the requirements of the Agreed Syllabus we plan to spend 45 hours per year across the key stage. RE should be taught in a clearly identifiable time although this does not mean that RE must be delivered in weekly lessons. An RE themed day or week of study can complement the regular program of timetabled lessons. This provision is separate from the act of collective worship.

Activities to help deliver the curriculum may include:

- Visiting local places of worship and receiving visitors from faith communities;
- Using art, music, dance and drama;
- Children experiencing times of quiet reflection to develop their own thoughts and ideas;
- Using stories, pictures and photographs;
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression;
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others;
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs
- Developing the use of outdoor learning as an integral part of the RE curriculum.

Organisation

RE is taught through asking the children 'Key Questions'. The two-year rolling program has been devised using topics and questions from the Derbyshire Agreed Syllabus for Religious Education 2025-2030. A range of religions, beliefs and key themes are addressed in this way.

At the moment we use the Plan Bee scheme of work to support our teaching and learning of RE.

Resources

We encourage the use of a wide range of resources to enrich children's learning. These include books, DVDs, music, artefacts, ICT, visitors and visits. We strive to ensure RE is a lively, stimulating subject which evokes interest and engages all children. Learning is planned to meet the individual needs of the children.

Assessment and Recording

Assessment of RE will take many different forms. These include:

- Teacher observation;
- Self-assessment in the form of self-reflection and evaluation through discussion and review;
- Recording of ideas and knowledge by discussions, written work, pictures and diagrams.

These will then be used to report to parents at parents' evenings and in the end of year report.

This policy will be reviewed every two years as a minimum. The next review date is **July 2027**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of **Rebecca Peach**.