



## **Saxon Primary School**

### **RELIGIOUS EDUCATION POLICY**

Date: Autumn 2017

Saxon Primary School puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

#### **Purpose**

The learning and teaching of Religious Education at Saxon aims to develop children's intellectual, social, emotional and spiritual understanding of both themselves and the world in which we live. Religious Education aims to foster co-operation, self-confidence, independence and tolerance in our multicultural world.

#### **Legal Requirements**

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once parents have given written notice to the school leadership team.

The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school leadership team.

#### **Aims of Teaching**

At Saxon we aim to develop:

- Children's appreciation for their own heritage, including the beliefs and culture that have shaped their understanding of the world around them.
- Children's knowledge of and respect for world religions.
- Children's ability to reason and discuss different points of view.

- Children as global citizens, living in harmony with people of all faiths and backgrounds.

### Inclusion

Pupils are enabled within the R.E. curriculum through teachers' use of relevant approaches and appropriate activities to challenge and support all children.

R.E. gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and build understanding of other cultures and beliefs. All children are taught the schools' adopted scheme of work irrespective of their ethnicity, culture or ability.

### Teaching and Learning

#### 1. The Curriculum

The school teaches religious education for at least the minimum number of hours, as recommended in the Dearing review of the National Curriculum.

- Key Stage 1 - 36 hours per year (72 hours over the Key Stage)
- Key Stage 2 - 45 hours per year (180 hours over the Key Stage)

Our school R.E. curriculum is based on the Surrey LA's Agreed Syllabus 2012 - 2017 and it meets all the requirements set out in that document. The ERA states that the R.E. syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should take account of the teachings and practices of other major religions.

EYFS - R.E. is taught thematically, topics are based on children's own lives and religious experiences. Particular focus is given to R.E. themes in the teaching of *Understanding the World* ('People and Communities') and *Personal, Social and Emotional Development* ('Making Relationships' and 'Self-Confidence and Self-Awareness').

Key Stage 1 - Children will be introduced to the study of Christianity, as well as aspects of Judaism and Islam. The schemes of work will also incorporate, where appropriate, consideration of non-religious beliefs.

Key Stage 2 - Pupils will further develop their study of Christianity and aspects of Judaism and Islam. Aspects of Hinduism and Buddhism will also be introduced. The schemes of work will also incorporate, where appropriate, consideration of non-religious beliefs. The Additional Study Units at Key Stage 2 also include elements of Sikhism. Pupils may also begin to consider moral, ethical and philosophical issues.

### Cross Curricular Links

- Literacy

R.E. provides opportunities for pupils to develop their organisation and presentation skills through extended writing.

- Computing

R.E. provides opportunities to develop skills in using research tools to further their own understanding of a range of spiritual beliefs.

- History

R.E. provides opportunities to explore the beliefs of ancient civilisations and how others have influenced the development of these faiths.

- PSHEE

R.E. supports children to understand their own beliefs and to develop respect for the views of others. There are also opportunities for pupils to explore their responsibilities as global citizens.

- Spiritual, Moral, Social and Cultural Development

Religious Education provides opportunities to contribute to ***spiritual development*** through:

- Discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- Valuing themselves as unique individuals
- Valuing relationships and developing a sense of belonging
- Developing their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to contribute to ***moral development*** through:

- Enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- Exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- Studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- Considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to contribute to ***social development*** through:

- Considering how religious and other beliefs lead to particular actions and concerns
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- Articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious Education provides opportunities to contribute to ***cultural development*** through:

- Encountering people, literature, the creative and expressive arts and resources from differing cultures
- Considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- Promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith co-operation can support the pursuit of the common good.

## **2. Planning**

Planning is based on units of work which make up the Surrey LEA's Agreed Syllabus 2012-2017. Units of work focus on the following religions:

- Christianity
- Judaism
- Islam
- Hinduism
- Buddhism

Pupils may also engage in optional units which focus on Sikhism and a deeper exploration of Christianity.

## **3. Assessment**

R.E. has specific learning outcomes; these refer to what pupils should know, understand and be able to do (skills) by the end of a particular unit of work. Although R.E. is not subject to nationally prescribed attainment targets and assessment arrangements, non-statutory guidance encourages Agreed Syllabus Conferences to develop these locally.

At the end of each unit taught, teachers will make judgements on pupils' attainment against the relevant attainment targets (AT1 and AT2). Pupil progress will be monitored by the subject leader who will also analyse the achievement of vulnerable groups in relation to their peers.

There are two attainment targets for R.E.:

- AT1 - Learning about religion (knowledge and understanding)

AT1 is concerned with developing pupils' knowledge and understanding of the beliefs, teachings and practices of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. This area is often described as explicit RE because it deals directly with religious beliefs.

- AT2 - Learning from religion (exploration, reflection and response to religious beliefs, values and experiences)

AT2 is concerned with the response of the individual pupil to what they are learning in R.E. This attainment target values both what the pupils bring with them to R.E., and what they learn from it. It encourages reflection and the sharing of their own ideas and concerns. This area is often called implicit R.E. because it explores a range of common human experiences such as feelings of joy, fear, hope, loneliness, compassion and anger, regardless of the personal beliefs of that individual. It enables pupils to recognise the fundamental questions about life's meaning and purpose and to explore the variety of

responses given to those questions by religion and philosophies throughout the ages.

Progression in RE depends upon the development of the following generic skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

- Reflection
- Empathy
- Investigation
- Interpretation
- Evaluation
- Analysis
- Synthesis
- Application
- Expression

Pupils' achievement in R.E. is reported to parents in the annual report.

### **Resources**

R.E. resources are kept in clearly labelled boxes specific to each unit in the library. The R.E. subject leader is responsible for maintaining the resources and will complete an annual resource audit to ensure that materials are relevant and support learning effectively. Teachers should approach the subject leader with any requests for new resources.

### **Monitoring**

The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in R.E. S/he is also 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.

### **Review and evaluation**

The R.E. subject leader will complete an annual review identifying the strengths and weaknesses of the subject and highlight any areas for further development.

### **Policy Review**

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Development Plan.

### **Bibliography**

Babcock 4s (2012) *The Agreed Syllabus for Religious Education in Surrey Schools 2012-2017*

[www.babcock-education.co.uk/4S/cms/do\\_download.asp?did=7885](http://www.babcock-education.co.uk/4S/cms/do_download.asp?did=7885)

Ofsted (2013) *Religious Education - Realising the Potential*

<http://www.ofsted.gov.uk/resources/religious-education-realising-potential>

Ofsted (2014) *Good practice resource - Thinking through religious education: Haslingden High School*

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