

# Half Acres Primary Academy



## Religious Education Policy

| Date     | Review Date | Coordinator  | Nominated Governor |
|----------|-------------|--------------|--------------------|
| Oct 2019 | Oct 2022    | Miss A Brown |                    |

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**The purpose of RE as outlined in the Wakefield Agreed Syllabus (2018-23):**

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils, an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### **Principle aim**

At Half Acres Primary Academy our principle 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 reflect on their own responses and ways of living.

### **The Curriculum for RE aims to ensure that all pupils:**

#### **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

#### **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.

#### **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 Requirement RE is for all pupils:**

- 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'.
- This requirement does not apply for children below compulsory school age.
- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus conference for adoption by a local authority.
  - Religious Education is compulsory in faith and non-faith academies, as set out in their funding agreements and we will follow the Agreed Syllabus for Wakefield 2018-2023 RE is multi-faith: As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless as parents you wish to withdraw your child from some or all of the RE curriculum.

### **Right of withdrawal:**

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now- open, broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is our school's aim to ensure that the aims and values of RE are understood before honouring this right.

### **The Wakefield Agreed Syllabus:**

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study. Our curriculum will also ensure the inclusion of non-religious worldviews to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs. This will be achieved through the use of key questions.

### **Religious traditions are to be studied in depth as follows:**

|   |   |
|---|---|
| <b>Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils learn from:</b> |   |
| 4-5s<br>Reception   | Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. |
| 5-7's<br>Key Stage 1  | Christians, and Muslims, or Jewish people.  |
| 7-11's<br>Key Stage 2   | Christians, Muslims, Hindus, and Jewish people.   |

### **Time for RE:**

Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents. Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus, ensuring the curriculum is coherent and shows progression.

There is the expectation that there is a minimum allocation of 5% of curriculum time for RE. The table below is based on the most recent national guidance.

|       |  |
|-------|--|
| 4-5s  | 36 hours of RE e.g. 50 minutes a week or some short sessions implemented through continuous provision.             |
| 5-7s  | 36 hours of tuition per year<br>E.g. an hour a week, or less than an hour a week plus a series of RE days.         |
| 7-11s | 45 hours of tuition per year<br>E.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE. |

## Planning and Teaching:

### Early Years

Activities children engage in during their nursery years are experiences, which provide building blocks for later development. Starting with things that are familiar to the children and providing lots of hands on activities and learning are an important part of pupils' learning at this stage. Children in EYFS will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They will be given opportunities to ask questions and reflect on their own feelings and experiences.

### Key Stage 1 and Key Stage 2

Children will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject specific vocabulary and will be encouraged to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

The teaching and learning of RE will enable pupils to:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

### Organisation

The key learning priorities of the Academy, which are in response to the new Primary Curriculum, are:

- Engaging learners in an exciting, challenging and creative approach to learning.
- Application of numeracy and literacy skills to continually raise standards.
- Making links with the community around us through enterprise and collaborative learning events.
- Working creatively (incorporating expressive and creative arts and design technology).
- Learning from the world around us (through regular educational visits and visitors).
- Flexibility of topic and delivery to ensure identified gaps are closed and children's learning powers are developed.

Where possible and appropriate, links will be made to the British Values and Values-based Education vision being taught and highlighted across the curriculum. Teachers will use their own discretion and expertise to identify opportunities to link the British Values in order to maximise the impact on learning. (Please see year group curriculum overviews for highlighted opportunities).

Work is recorded in Topic books and each piece of work is dated with the short date and includes a very specific learning objective which begins with 'I am...'  
Age appropriate vocabulary will be discussed with the children and displayed on RE working walls where appropriate.

### **Assessment**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupil's achievements will be assessed using the criteria within the programme of study.

Assessment requires teachers to know what individual pupils know and can do. The learning outcomes on each key question will be used to devise appropriate learning activities which will enable pupils to secure their understanding and skills.

The progress of all pupils will be tracked using the school's assessment system and their achievements will be measured against the outcomes for each key question taught.

In order for pupils to achieve the end of key stage outcomes, high expectations will be set early in the key stage, in terms of the matters, skills and processes of RE, which will enable pupils to reach the highest possible standards for all groups of pupils.

### **Continuity and Progression**

Progression is characterised by the provision of opportunities for pupils to:

- extend their knowledge and understanding of religions and beliefs
- extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms
- deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose
  - explore fundamental questions of beliefs and values in relation to a range of contemporary issues.

**Continuity and progression will be achieved by providing pupils with challenging opportunities to:**

- appreciate the importance of religion in the lives of many people
- grow in understanding of the influence of belief on behaviour, values and attitudes
- consider their own beliefs, values and attitudes
- consider religious perspectives on contemporary social and moral issues.

### **Monitoring and Reviewing**

Planning is monitored by the RE coordinator, against the OFSTED criteria. Feedback is given to raise standards in planning and teaching, linked to the key issues identified on the School Development Plan.

### **Reporting to Parents**

Pupil's attainment in RE is reported to parents in the annual school report. If parents require further information, they can contact the class teacher to discuss.

### **SEN and Inclusion for All**

In our school we believe that religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education.

- meets the learning needs of all pupils within the classroom environment, including those with learning difficulties, those who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family background.

## **How RE promotes spiritual, Moral, Social and Cultural Development**

### Spiritual Development:

The 'spiritual' should not be confused with 'religious'. Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of the school. RE supports this by promoting: Self-awareness, curiosity, collaboration, reflection, resilience, response, values and appreciation.

### Moral Development:

Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways through valuing others, moral character development and moral diversity.

### Social Development:

Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside.

In the RE classroom, such social situations may include exploring: shared values, idealised concepts, moral sources, influences, social insight, role models and experiential learning.

### Cultural Development:

There are two meanings associated with 'cultural' development, and RE embodies both of them. Firstly, the term refers to the pupils' own home culture and background, whether religious or not, and secondly the term describes our national culture. Schooling should prepare all young people to participate in Britain's wider cultural life, whatever their own background. Cultural development could be evident in RE in two major ways: own culture and wider culture.

### **British Values and Value based learning:**

We pride ourselves with providing children with the skills through the teaching of British Values and our Value based learning to able to listen and decide for themselves.

RE can make a key educational contribution to pupils' explorations of British values, and excellent teaching of RE can enable pupils to learn to think for themselves about them.

Pupils will learn about and consider:

Mutual tolerance, respectful attitudes, democracy, the rule of law and individual liberty through RE.

### **Developing knowledge, skills and attitudes in RE**

The following skills are important in RE, and are reflected within the agreed syllabus programme and its approach. Our RE teaching aims to develop the following skills: Investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising and evaluating.

The following attitudes are to be fostered through our teaching of the agreed syllabus and our value based learning.

Curiosity and wonder, commitment, fairness, respect, self-understanding, open mindedness, critical mindedness and enquiry.

#### **14. Resources**

Resources are located in a central store and are provided for all religions taught within our scheme of work. We have strong links with both Five Towns Christian Fellowship and Reverend Checkley from Trinity Methodist Church who comes and delivers assemblies in school and provides other opportunities for school to embrace to help develop further RE through school.

#### **15. E-Safeguarding**

The RE Policy and scheme of work adheres to the whole school E-Safeguarding Policy.