



Priestsic Primary and Nursery School

## Religious Education Policy

### Introduction

At Priestsic Primary and Nursery School we develop the children's knowledge and understanding of the major world faiths. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. As a school we aim to celebrate diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers. We help the children learn from religion as well as about it.

R.E. is taught in accordance with the aims of the Nottinghamshire Agreed Syllabus "RE for All" 2015-2020. Particularly relevant to our school is the aim which states:

Religious Education should help pupils to develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs.

### Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of R.E. comprises 5% of the curriculum timetable as required by the Locally Agreed Syllabus.

This should be taught using MTP development in school and relates to one lesson per week or blocked in units where relevant, in the yearly curriculum (LTP).

Parents have the right to withdraw their children from Religious Education lessons and activities in accordance with the School Standards and Framework Act 1998.

### The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Locally Agreed Syllabus. R.E. is taught in half-termly units in a combination of religion-based and thematic topics linked to other curriculum areas and where it is relevant and in context. At Priestsic we currently use a bespoke LTP by Bronwen Surgey and adapted by teachers accordingly.

## Teaching and Learning

Planning for Religious Education is based on the three attainment areas in the Agreed Syllabus:

- 1 Knowing about and understanding religions and world views
- 2 Expressing and communicating ideas related to religions and world views.
- 3 Gaining and developing the skills for studying religions and world views.

Knowing about and understanding religions and world views includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Expressing and communicating ideas related to religions and world views is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

**The minimum requirements** for religions and beliefs to be studied give flexibility for schools to teach more than the minimum. The minimum requirements are:

KS1: Christianity + 1 religion (Judaism is the recommended example).

KS2: Christianity + 2 religions (Islam and Hinduism are the recommended examples) and a short study of the breadth of world religions.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching, as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to develop positive attitudes towards themselves and others. We aim to provide them with the opportunity to develop and present their own values and beliefs and respect those of others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way

of doing this is through visits to places of worship. We also provide quality experiences within using outside providers such as plays and workshops.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects, especially SEAL/PSHE and Citizenship in both key stage 1 and 2. RE has strong links with ICT, English, Art and DT with particular emphasis on making links with Geography, Global awareness and Community Cohesion to embed core values of respect for self and others in the curriculum.

### **Spiritual, Moral, Social and Cultural Development**

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experiences.

Religious Education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of ethical issues and cultural influences on religious practice.

### **British Values**

Religious Education is a key opportunity to allow pupils to explore British Values, also enabling children to think for themselves about British Values. The RE curriculum focuses on five main areas surrounding British Values.

- 1 Mutual Tolerance
- 2 Respectful Attitudes
- 3 Democracy
- 4 The Rule of Law
- 5 Individual Liberty

### **Recording, Marking, Assessment and Reporting**

The basis of RE work in school is one of a practical and discussion based kind. Any written work is marked in line with the school policy and informally assessed at the end of each unit of theme based work. It is important to use

this subject to provide opportunities to strengthen basic English skills in reading and writing. RE is reported on an annual report to parents. Co-ordinators carry out work analysis and assessment in line with the SIP. Pupil interviews are also used to assess and evaluate the practical aspects such as Drama, Art and ICT and concept mapping is used to evaluate Learning about religion.

### **Management**

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leaders, in close collaboration with Senior Management.

The curriculum leaders attend training and professional development, and training for other members of staff when necessary. RE planning is collected for monitoring once a year and the schemes of work are evaluated through questionnaire and key stage department meeting and discussions in line with Local Authority Guidance.

Resources are bought with the annually allocated RE budget and stored in a central place for use by all staff; these are well organised and accessible.