



Reviewed on:	20/11/2018
Next review:	02/10/2021
Staff Responsibility:	Paul Watkins
Linked policies:	Teaching and Learning, assessment, curriculum
Signed by chair:	L. Rowbotham
Date:	November 2018

## Religious Education Policy

### General Aims

Religious Education is an important element in the broad and balanced curriculum we aim to provide at Boarshaw Primary School. Through our RE curriculum we provide opportunities to develop children’s knowledge and understanding of world religions and reflect on the challenging questions that it provokes.

The aims of religious education are:

- To develop pupils’ knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.
- To encourage children to ask and reflect on challenging questions.
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious).
- To encourage children to appreciate and respect the different cultures in today’s society.

### Our Aims

The aims of our RE, using the Discovery RE Scheme of Work:

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE at school we intend that Religious Education will:

- Adopt an enquiry-based approach as recommended by Ofsted, beginning with the children’s own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.



- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe, wonder and mystery.
- Nurture children’s own spiritual development.

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion in each group forms the pattern. The grid below shows specific enquiries for each year group.

### **Foundation Stage**

<b><i>Discovery Enquiry</i></b>	<b><i>Religions studied</i></b>
What makes people special?	Christianity
What is Christmas? Christianity	Christianity
How do people celebrate? Islam, Judaism	Islam, Judaism
What is Easter? Christianity	Christianity
What can we learn from stories? Buddhism, Christianity, Islam, Hinduism, Sikhism.	Buddhism, Christianity, Islam, Hinduism, Sikhism.
What makes people special? Christianity, Islam, Judaism.	Christianity, Islam, Judaism

### **Key Stage 1**

<b><i>Discovery Enquiry</i></b>	<b><i>Religions studied</i></b>
Does God want Christians to look after the world?	Christianity
What gift would I have given to Jesus if he had been born in my town, not Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Does celebrating Chanukah make Jewish children feel close to God?	Judaism

### **Year 2**

<b><i>Discovery Enquiry</i></b>	<b><i>Religions studied</i></b>
What did Jesus teach?	Christianity
Why did God give Jesus to the world?	Christianity
Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Islam
Is it true Jesus came back to life again?	Christianity
Does going to the Mosque give Muslims a sense of belonging?	Islam



Does completing a Hajj make a person a better Muslim?	Islam
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### **Year 3**

<b><i>Discovery Enquiry</i></b>	<b><i>Religions studied</i></b>
Does joining the Khalsa make a person a better Sikh?	Sikhism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is good about Good Friday?	Christianity
Do Sikhs think it is important to share?	Sikhism
What is the best way for a Sikh to show commitment to God?	Sikhism

### **Year 4**

<b><i>Discovery Enquiry</i></b>	<b><i>Religions studied</i></b>
How special is the relationship Jews have with God?	Judaism
What is the most significant part of the nativity story for Christians today?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
Is forgiveness always possible?	Christianity
What is the best way for a Jew to show commitment to God?	Judaism
Do people need to go to church to show they are Christians?	Christianity

### **Year 5**

<b><i>Discovery Enquiry</i></b>	<b><i>Religions studied</i></b>
What is the best way for a Hindu to show commitment to God?	Hinduism
Is the Christmas story true?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Did God intend Jesus to be crucified?	Christianity
Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives?	Hinduism
What is the best way for a Christian to show commitment to God?	Christianity

### **Year 6**

<b><i>Discovery Enquiry</i></b>	<b><i>Religions studied</i></b>
What is the best way for a Muslim to show commitment to God?	Islam
How significant is it that Mary is Jesus' mother?	Christianity



Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam

### **How is RE organised in this school?**

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

RE is linked to other topic work as much as possible. Across the year, children will receive the equivalent of one hour of RE teaching and learning each week.

### **Inclusion**

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level of challenge exemplars for the full range likely for that age group.

### **Monitoring and Evaluation**

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes;
- Staff meetings to review and share experience;
- Monitoring of assessment to ensure progression throughout the school.

### **External contributors**

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.



Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

### **Teaching Sensitive and Controversial Issues Involving parents and carers**

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

### **Withdrawal from RE lessons**

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents. The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed. The class teacher will provide the child with appropriate work.

### **Links to other policies and curriculum areas**

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Collective Worship
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Prevent Policy



- SMSC Policy

### **Training and support for staff**

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Written by:  
P Watkins

Ratified by  
Governors: