**Brookside Primary School**

**R.E Policy**

Updated May 2022

Agreed by the Governors\_\_\_\_\_2022

**Religious Education Policy**

**Introduction**

This document is a statement of the aims and principles for the teaching and learning of R.E at Brookside Primary School.

**School Aims**

We see Religious Education as a fundamental part of the curriculum, making a distinct contribution to pupils’ learning by enabling them to:

* Learn the essential knowledge of other religions and worldviews, as well as develop skills and attitudes such as critical thinking and empathy.
* Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures.
* Consider questions of meaning and purpose in life.
* Learn about religious and ethical teaching, enabling the pupil to make reasoned and informed judgements on religious and moral issues.
* Develop inquiry and response skills.
* Reflect, analyse and evaluate the beliefs and practices oof religions and world views.

R.E is taught at our school because it makes:

“…a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world.” (Realising the Potential, Ofsted 2013)

**The Scheme of Work**

The Scheme of Work has been developed using the Agreed Syllabus for Religious Education (Cheshire West and Cheshire 2019)

In the Early years, Religion and Worldviews should, whenever possible, begin with the child and allow opportunities to explore their personal experiences and question the world around them. The R.E curriculum that is provided should include opportunities for child and adult initiated play to develop through the use of stories, special books, places, objects, events and visiting places of worship and meeting believers. It is expected they all pupils will experience enquiry based R.E related activities from Christianity and a range of world religions to contribute to the Foundation Stage curriculum requirements. By the end of the summer term, Reception pupils will be moving towards the statutory requirements for KS1.

In Key Stage 1, pupils are introduced to Christianity, Judaism and Islam. There will also be a free choice enquiry which can be taught using cross curricular R.E led objectives or an opportunity to further develop a religion unit on a theme which will help pupils understand the concept of a religion as a whole. Teaching of non-religious worldviews (including Humanism) must also be included.

In Key Stage 2, pupils will continue their study of Christianity and focus on the religions of Islam, Judaism and Sikhism (Years 3 and 4) with a free choice enquiry. There will also be reference to non- religious worldviews e.g. Humanism, Baha’i faith. Christianity, Islam, Judaism and Hinduism will be taught in Years 5 and 6 with the opportunity to tach an optional study of a non-religious worldview.

**Time allocation**

R.E will be taught for 30 minutes in EYFS, 50 minutes each week in KS1 and 1 hour a week in KS2.

**ICT**

Links will be made where appropriate opportunities arise and will be noted in the teachers’ weekly planning.

**Equal opportunities**

Every child is entitled to be taught R.E regardless of the age, culture. gender. background, special need or disability. R.E at Brookside Primary School develops a balanced view of our multi-cultural society in which we live, without compromising the faith, non-faith or cultural background of any pupil.

**Rights of Withdrawal from Religious Education**

All parents/carers have the right to withdraw their child from R.E and this must be clearly expressed to the Head teacher and the class teacher.

**Assessment and Reporting**

Formative assessment is ongoing and carried out by teachers in the course of their teaching, through questioning, small group discussion and observation of the pupil’s work.

Summative assessment is completed half termly using CWAC assessment grids and as an annually written report to parents/carers.