



Religious Education Policy

Key Document Details

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Introduction

The principal aim of Religious Education (RE) is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

As a state-funded school in England, Gorse Hill School must provide all registered pupils Religious Education as part of a broad and balanced curriculum. As a school, we have chosen to base our RE syllabus on *Discovery RE*, which details our programme of study.

Our CARE Values

At Gorse Hill School, we encourage all members of our community to *'be the best version of themselves, all of the time.'* We do this through the teaching and living of our CARE Values which encourage our pupils to take care of themselves, others and the environment they live in.

We believe that the offer of a broad and balanced curriculum is crucial in equipping our pupils with the capital to support the effective implementation of our values, and that Religious Education has an important role in supporting our pupils to learn about others and, in turn, develop an understanding of tolerance, respect and appreciation.



Aims or Religious Education

The fundamental curriculum aims of RE are to ensure that all pupils:

- 1) Know and understand a range of religions and world views;
- 2) Express ideas and insights about nature, significance and impact of religions and world views;
- 3) Gain and deploy the skills needed to engage seriously with religions and world views.

At at Gorse Hill School, we aim for Religious Education to enable pupils to:

- Develop knowledge and understanding of Christianity and its impact on our local community, and on our society today, as well as learn about other faiths;
- Where possible, provide pupils opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities;
- Develop a knowledge and understanding of some of the other principal religious traditions and faiths represented in Great Britain and the wider world today, so that our pupils develop a rounded understanding of different faiths and beliefs;
- Develop a sense of respect for religious traditions, beliefs and practice;
- Develop a sense of awe and wonder and mystery;
- Develop skills and attitudes which will support their personal, moral, social and cultural development;
- Explore questions of meaning and consider how the world's religions have responded to them;
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

Approaches to the teaching of RE

At Gorse Hill School, Religious Education is delivered as part of the curriculum offer. As a school, we follow *Discovery RE*, which is scheme that informs our curriculum planning and programme of study.

The planning model used in *Discovery RE* is a 6-part planning process focusing on 4-step enquiry. Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout.

Where possible, we plan for our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities to enrich learning experiences.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Hinduism, Islam, Judaism, Buddhism and Sikhism are also covered through our curriculum offer.

Monitoring of RE

Teaching staff are required to assess a child's progress in Religious Education through marking the work that has been set. Pupil work is captured either in a class floor book or in individual pupil books dependant on the learning activity. The Subject Leader is responsible for developing an action plan that addresses key improvement areas for the development of Religious Education on an annual basis, and this is presented to the senior leadership team/Principal. The Subject Leader is also responsible for monitoring the quality of teaching, learning and outcomes in RE through planning/work scrutiny, pupil voice and lesson visits.

The right to withdraw from RE

At Gorse Hill School, we promote an inclusive community through our CARE Values and strongly recommend that all pupils take part in Religious Education so that they are equipped with the understanding of different world beliefs. However, we do recognise that parents have the right to withdraw their child from RE lessons. If a parent/carer is considering withdrawing their child from RE, they should

make an appointment to meet with the Principal to discuss this, our policy and the provision and practice of RE at Gorse Hill School. In withdrawing a child from RE, a parent than has the legal responsibility to provide their child with Religious Education

Review of Policy

This policy is reviewed by the RE Subject Leader and Principal every two years.