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· Primary School ·

Tregoze Religious Education Policy

Status and review cycle: Legally Required Bi-Annual review required

Reviewed: LBG

Ratified by governors on: 8/4/23

Next review date: 8/4/24

Religious Education Policy Tregoze Primary School

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

At Tregoze Primary School we deliver RE in line with the Swindon Agreed Syllabus.

AIMS AND OBJECTIVES

RE provides opportunities for children to:

- Develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Great Britain.
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.
- Consider questions of meaning and purpose in life, and of how religious teaching can relate to them.
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society.
- Develop enquiry and response skills through the use of distinctive language, listening and empathy.
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.
- Develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religions.
- Develop a sense of awe and wonder and mystery.
- See Swindon Agreed Syllabus for specific skills and attitudes developed in RE.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. Personal development and well-being RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE subject matter 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.

CONTENT

The content of our RE teaching is based on the two attainment targets as identified in the non-statutory expectations. These are:

- Learning **about** religions
- Learning **from** religions

During RE in EYFS, Key Stage 1 and 2 children acquire and apply knowledge and understanding of:

Christianity and of other world religions.

- How these religions influence individuals, communities, society and the world.

As well as learning about religions, children also develop their ability to respond to what they have learnt.

In accordance with the structure of the Swindon Agreed Syllabus we have agreed the following:

	<i>Autumn Term 1</i>	<i>Autumn Term 2</i>	<i>Spring Term 3</i>	<i>Spring Term 4</i>	<i>Summer Term 5</i>	<i>Summer Term 6</i>
Reception	Which people are special and why?	Being Special: where do we belong?	What Places are special and why?	What times are special and why?	What is special about our world?	
	What Stories are special and why? All year focus					
Year 1	Who is a Christian and what do they believe?	How and why do we celebrate special and sacred times?	Who is a Muslim and what do they believe?	What does it mean to belong to a faith community? (Part 2)	What makes some places sacred?	
Year 2	Who is Jewish and what do they believe?	How and why do we celebrate special and sacred times? (Part 2)	Who is a Muslim and what do they believe? (Part 2)	Who is a Christian and what do they believe? (Part 2)	How can we Learn from sacred books?	How should we care for others and the world and why does it matter?
Year 3	What does it mean to be a Christian in Britain today?	What does it mean to be a Hindu in Britain today?	Why is the bible so important for Christians today?	Why are Festivals Important to religious communities?	What do different people believe about God?	Why do people pray?
Year 4	What does it mean to be a Hindu in Britain today?	How do people from religious and non-religious communities celebrate key festivals?	What does it mean to be Christian in Britain today?	Why is Jesus inspiring to some people?	What can we learn from religions and world views about deciding what is right and wrong?	Why do some people think that life is like a journey and what significant experiences mark this?
Year 5	Why do some people believe God exists?	What does it mean to be a Muslim in Britain today?	What matters most to Christians and Humanists?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	If God is everywhere why go to a place of worship?	Green religion? How and why should religious communities do more to care for the Earth?
Year 6	Is it better to express your beliefs in arts and architecture or in charity or generosity?	What does it mean to be a Muslim in Britain today?	What can be done to reduce racism? Can religions help?	What matters most to Christians and Humanists?	N/A	What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?

VALUES AND ATTITUDES

Children will be encouraged to:

- Work with others, listening to each other's ideas, and treat others with respect.
- Have opportunities to consider their own experiences, attitudes and values, and those of other people.
- Develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available.
- Develop their understanding of why certain things are held to be right or wrong.
- Relate to moral and religious issues. Considering fundamental British values.
- Express feelings and handle difficult situations – teasing, bullying.

EARLY YEARS – THE FOUNDATION STAGE

By providing our youngest children with appropriate opportunities to find out and learn about the beliefs people hold and develop a range of skills, we give them a good foundation on which to continue to develop their learning or RE as well as other subject areas. Relevant experience will include:

- Listening and responding to stories, songs and poems about different beliefs.
- Taking part in role play.
- Talking and asking questions to develop their understanding of different viewpoints and to make distinctions in their observations.

The RE teaching throughout the schools aims to build on these early experiences.

KEY STAGE 1

By the end of key stage 1, most children will be able to:

- Retell religious stories, identify some religious beliefs, teachings and practices, and to know that some are characteristic of more than one religion.
- Suggest meanings in religious symbols, language and stories.
- Respond sensitively to the experiences and feelings of others, including those with a different faith, and to other people's values and concerns in relation to matters of right and wrong.
- Realise that some questions, that cause people to wonder, are difficult to answer.

KEY STAGE 2

By the end of key stage 2, most children will be able to:

- Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions.
- Show an understanding of what belonging to a religion involves.
- Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using subject vocabulary.
- Ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues, and suggest answers from their own and others' experiences, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

ASSESSMENT AND RECORDING

In line with the school policy on assessment and recording, assessment should be incorporated systematically into teaching strategies in order to assess progress and understanding and diagnose areas for development, whether for an individual, group or the whole class. It is expected

that each teacher will be responsible for the regular assessment of his or her pupils through marking work set.

Assessment questions (including those from the Swindon Agreed Syllabus) are incorporated into all RE lessons. Children's achievement in RE will be assessed against the non-statutory national expectations in Religious Education and reported upon annually in written reports.

The Senior Leadership Team (encompassing curriculum and year leaders) will monitor RE within the school through planning scrutiny, work scrutiny and pupil conferencing. This takes place at least three times per year, and is additionally followed up where necessary.

RESPONSIBILITIES FOR RE WITHIN THE SCHOOL, (Head teachers and Governors)

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its contribution to SMSC awareness and teaching British Values.
- Clear information is provided for parents on the RE curriculum and the right to withdraw. □ RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress.

WITHDRAWAL

At Tregoze Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Tregoze Primary School.

Managing the right of withdrawal

- 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 should be made aware of its 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. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- 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.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive.

REVIEW AND EVALUATION OF THE POLICY

This policy was drawn up by the RE coordinator, working in consultation with the whole staff.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the RE coordinator, on behalf of the Head teacher and Governors.

Signed *A Ball* RE Coordinator

Signed *H Tudor* Principal

Date 8 /04/23