

Religious Education Policy

Date: May 2022

Review date: May 2025

Signed:

A handwritten signature in grey ink, appearing to read 'Ch. Megawse'.

The purpose of this policy is to support the continual school improvement and the raising of standards in attainment and achievement for all our pupils. In line with the school vision we strive to ensure that all are able to 'Thrive and achieve in a caring Christian community'.

Religious Education (RE) Policy

Religious Education (RE) is a core subject in the curriculum of our Church of England school and Christianity is placed at the centre of our provision. Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Trinity St Stephen First School we enable children to develop a sound knowledge of Christianity and of other world religions too, with special emphasis on faiths of children within our school. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils.

Aims

Learn ABOUT religion by

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Learn FROM religion by

- developing 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
- developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain
- enhancing their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study.

The legal position for the teaching of Religious Education (RE)

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act. This states that the teaching of RE is compulsory. The Act allows parents to withdraw their children from RE classes if they wish and this must be done in writing to the school governors. Our school RE curriculum follows the guidance in the Pan Berkshire 2018-2023 Agreed Syllabus for Religious Education. The guidance states that 'as part of the curriculum, RE should promote the 'spiritual, moral, social, cultural, mental and physical development of pupils'. An agreed syllabus should 'reflect the fact that the religious traditions in Great

Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act, 1996)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
First School Ongoing Curriculum						
Year 1	Christianity	Christianity	Christianity	Christianity	Judaism	Judaism
Year 2	Christianity	Christianity	Islam	Christianity	Islam	Islam
Year 3	Sikhism	Christianity	Christianity	Christianity	Sikhism	Sikhism
Year 4	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity

Teaching Religious Education (RE)

We are currently following the Discovery RE scheme of work which focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development. Teaching in RE focuses on learning ABOUT religion and learning FROM religion. Topics are organised in themes and usually start with a question. We encourage children to think about their own views and values in relation the themes and topics studied in the RE curriculum.

We recognise that all children have widely differing abilities and learning styles and so we aim to provide a range of approaches to satisfy these challenges and needs. Some of the ways in which we do this are set out below:

- Setting open ended tasks which have a variety of responses
- Setting different tasks with differing amounts of complexity
- Grouping children both in ability and mixed ability to work together to face challenges
- Providing a range of different resources
- Using classroom assistants to support and model

Curriculum Planning

The school uses the Discovery RE as its core scheme of work. There are also RE themes which are planned and covered by the whole school - Harvest, Christmas and Easter as additional projects. Our medium term plans give details of the learning in each unit of work for each term and the specific learning intentions for each session. These plans are reflected on, evaluated and adapted as the term goes on by the class teacher.

Foundation Stage

In Foundation Stage we follow the guidance in the Agreed Syllabus which states that children should encounter Christianity and at least one other religion - this could be chosen by the relevance it may have to the children in the class. Exploring religions and cultures in the Foundation Stage provides rich opportunities for children's spiritual, moral, social and cultural development, as well as their knowledge and understanding of the world around them. The curriculum will be taught in line with Early Years principles of learning being part of a whole; children should have opportunity to learn through play, first hand experiences and meeting and visiting others.

Resources

A variety of resources, styles and techniques will be used as appropriate. Children are able to learn about RE using a variety of books, software, websites and artefacts. Visits to places of worship and opportunities to see visitors from various faiths are also actively encouraged.

Assessment and Reporting

Throughout the year teachers assess pupils against the success criteria outlined in Discovery RE. Pupils are assessed every half term at the end of the topic. Teachers will make a final judgement at the end of the academic year and communicate this on a report to parents, along with other subject areas.

Monitoring and Evaluation

Children's knowledge and understanding of RE is monitored by the subject leader and reported on at the Governor's Ethos Committee meetings. The subject leader provides support to others on the teaching of RE by keeping up to date with current developments in the subject and leading or organising relevant training. The subject leader provides an annual report detailing the strengths and weaknesses within the subject area and presenting a new action plan to develop the subject area further. The Head Teacher and Ethos Committee work on keeping the self- evaluation document up to date for the SIAMS inspection.

The Right of Withdrawal

Parents have the right to withdraw their children from all or part of RE lessons. Parents who wish to do this must provide written notification to this effect having first discussed their intentions with the class teacher and/or the Head Teacher.