

Graiseley Primary School



RE Policy
September
2023

1 Aims and objectives

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Graiseley School we enable children to develop their knowledge and understanding of Christianity and other world religions, especially those that are the main faiths of children within our school- Sikhism, Hinduism and Islam. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

1.2 The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- develop respect for other peoples' views and to celebrate the diversity in society.

2 The legal position of religious education

2.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our RE curriculum is based on the Wolverhampton Agreed Syllabus and Program of Study for Religious Education 2021-26. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

3 Teaching and learning style

3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE is essential for promoting positive attitudes, tolerance respect and an understanding of diversity. Our teaching encourages children to develop their own sense of values and promotes their spiritual growth and development.

- 3.2** Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali and Eid to develop their religious thinking. We have a program of visits to local places of worship and invite representatives of local faiths to come into school and talk to the children.
- 3.3** Children carry out research into religious topics. They study particular religious faiths and compare the views of different faith groups on topics such as rites of passage or charity work. In this way they are encouraged to explore both similarities and difference between religions.
- 3.4** We recognise the fact that all classes in our school have children of differing abilities, and so we ensure learning opportunities for all children are adapted if and when needed. We achieve this in a variety of ways, for example, by:
- setting tasks which are open-ended and can have a variety of responses.
 - setting challenge and research tasks.
 - ensuring children have opportunities to collaborate with others.
 - providing resources and artefacts to study and explore.
 - using classroom assistants to support the work of individuals or groups of children.

4 Curriculum planning in religious education

- 4.1** We plan our religious education curriculum in accordance with the Wolverhampton LEA's 2021-26 Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2** We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each year group and is based upon the Wolverhampton 2021-26 Agreed Syllabus.
- 4.3** Our medium-term plans are based upon the Wolverhampton Agreed Syllabus and give details of each unit of work.
- 4.4** Our short term plans consist of a block of slides for each unit identifying the specific learning objectives for each lesson. These unit slides are uploaded onto the shared drive/TEAMS.

5 Foundation Stage

- 5.1** We teach religious education to all children in the school, including those in the reception class.
- 5.2** In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning

for children aged three to five. EYFS use the suggestions outlined in the Wolverhampton SACRE for play based RE and learning about celebrations in the community.

6 Contribution of religious education to the teaching of other subjects

6.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We encourage the children to write different text types based upon learning in RE to develop their writing ability.

6.2 Computing

We use computing where appropriate in religious education. The children use the internet to carry out research linked to their lessons. They also use information technology to create powerpoints and present work for example by making booklets.

6.3 Personal, social and health education (PSHE)

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. By promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our diverse society.

6.4 Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

6.5 Art and Design

Religious Education contributes to the teaching of Art and Design. We encourage the children to produce creative work exploring their ideas and recording their experiences. We provide the children with opportunities to evaluate and analyse creative works and know about great artists such as 'The Last Supper' by Leonardo Da Vinci.

7 Teaching religious education to children with special educational needs

7.1 At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessments including observations, questioning and providing pupils with the ability to give

responses and express ideas enable staff to identify whether children are achieving age related expectations at the end of the unit and to identify next steps in learning.

- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our planning and assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptive teaching – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 7.3 Pupils have access to a range of activities involved in learning religious education both within and outside of school. We have links with local faith leaders who come in to lead assemblies including 'Open the Book'. Our program of visits to local places of worship aims to enhance pupil's understanding of faiths and their practises. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment and recording

- 8.1 We assess children's learning in religious education during each lesson and staff provide pupils with either written or verbal feedback to identify strengths and next steps. On completion of each unit of work pupil's attainment is judged against the end of unit expectations from the Wolverhampton Agreed Syllabus. This information is recorded on class record sheets which are on the server in the RE curriculum folder.

9 Resources

- 9.1 We have sufficient resources in our school to be able to teach all our religious education units. Resources are purchased by the subject leader who allocates the RE budget to areas of need identified in feedback from staff delivering the units. The school library also has RE topic books to support the children's individual research. Resources are stored in the KS1 corridor. The leader will keep staff updated about new resources purchased each year.

10 Monitoring and review

- 10.1 The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She will have curriculum time allocated each term to, 'drop-in' and observe RE lessons, monitor books and provide feedback to staff identifying areas for development. Pupil interviews will also be conducted each year. The leader is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject by attending RE Network meetings and for providing a strategic lead and direction for the subject in the school. All updates and developments are recorded on RE leadership log.