



## RE Policy Version 2

### Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Old Fletton Primary School we develop pupils' awareness and understanding of religious beliefs, teachings, practices and forms of expression of the major world faiths. We enable children to develop respect and sensitivity to others by reflecting, analysing, and evaluating different faiths and beliefs to combat prejudice and negative discrimination.

The aims of religious education are to help children:

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in the United Kingdom;
- Develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures;
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions;
- Develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in Peterborough and the United Kingdom;
- Enhance their spiritual, moral, social and cultural development by
  - o Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them.
  - o Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
  - o Reflecting on their own beliefs, values and experiences in the light of their study.

### The legal position of religious education

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on SACRE and the Peterborough LEA's agreed syllabus and it meets all the requirements set out in that document.

The Education Reform Act 1988 states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and it should, at the same time, take into account of the teaching and practices of other major religions. This does not include Collective Worship time as this is separate requirement.

- In Foundation stage we are required to teach a minimum of 30 hours identifiable within adult led experiences.
- In Key stage 1 we are required to teach 36 hours per year.
- In Key stage 2 we are required to teach 45 hours per year.

### Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to learn from them, reflecting on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experience and extend their knowledge and understanding of religious traditions. We aim to invite people of different faiths or parents into school to talk to the children about their religious beliefs and traditions.

The units that will be covered in each Key stage are based around Big Questions, and cover the six major religions - Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism - as well as secular beliefs.

### Trips

Every year group, from year 1 to 6 will visit at least one place of worship during the academic year. When children leave Old Fletton Primary School, they will have experienced a place of worship for five of the six major world faiths. We visit places of worship as guests and learners, *not* worshippers.

### Curriculum planning in religious education

We plan our religious education curriculum in accordance with the Peterborough 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 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.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through teachers annotating the plans from the Peterborough scheme for each lesson they teach and by differentiating work and the level of support given.

### Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship policy, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people's belief in a spiritual dimension is important. We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

### Assessment and recording

The standard of RE is expected to meet the targets children are following in other core subjects. Learning should be recorded in books and any photographs that are taken of work or visits should be stored as evidence. Displays of the learning which has taken place are also valued. To assess the children's understanding in Religious Education, teachers are expected to give an overall level, using the level descriptors provided by the Peterborough Locally Agreed Syllabus for both AT1 (learning about religion) and AT2 (learning from religion).

### Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends regular training and professional development, and uses this to inform planning and resourcing across the school. Resources for each of the major faiths are stored in the RE resources cupboard, for use by all staff.

RE is planned by the RE curriculum leader, including use of the Core Unit exemplars which are provided by SACRE as well as School Designed Units, with an expectation that class teachers will adapt these to suit the children in their classes.

The RE curriculum leader uses lesson observations and book scrutinies throughout the year to monitor the teaching of RE and to ensure that progress is good across the school. The scheme of work is evaluated annually.

### Withdrawal from RE

Under Section 71 of the School Standards and Framework Act 1998 parents have the right to withdraw their children from RE lessons and acts of Collective Worship at all maintained schools, including faith schools. Parents are not obliged to give a reason for requesting withdrawal.

Before exercising any right of withdrawal we would recommend discussing any concerns with the Head Teacher and RE co-ordinator.