

Orchard Community Primary School



RE Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	2016	AS	/
0.2	3/2019	LW	Update in line with new LCC SACRE

Review Frequency	Next Review Date
Every 3 years	1/2022

BACKGROUND TO RELIGIOUS EDUCATION AT OUR SCHOOL

RE alongside the National Curriculum

The National Curriculum states the legal requirement that: “Every state-funded school must offer a curriculum which is balanced and broadly based, and which: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and: Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.” And: “All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online.” (DfE National Curriculum Framework, July 2013, page 4)

Leicestershire RE Syllabus

As RE is not nationally determined, Orchard Primary follows a locally agreed syllabus of RE prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by the Leicestershire Local Authority. It is this Leicestershire Agreed Syllabus of Religious Education 2017-2022, which we have used as the basis of our planning and delivery of RE. It is a requirement on schools and governing bodies to ensure that all learners gain their statutory entitlement to RE throughout all years of compulsory education. This has been part of statute since 1944, it was reinforced in the 1988 Education Reform Act and it remains so today.

PURPOSE OF STUDY AND AIMS

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Purpose of Study: At this school we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It does not involve advising pupils about what religious views they should have but rather to assist them to gain shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

Aims of the RE Curriculum

RE teaching and learning should allow children to :

Know about and understand a range of religions and worldviews

- Describing and making connections between different features of religions, discovering more about celebrations worship, pilgrimages, rituals which mark important parts in life in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and

teachings that arise from them in different communities.

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and expressing meaning.

Express ideas and insights about the nature, significance and impact of religious worldviews.

- Observe and understand varied examples of religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

- Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms, including (eg) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

CONTENT AND APPROACH

From Reception classes to Year 6 pupils must:

- follow a coherent and systematic study of the principal religion of Christianity across each key stage and
- be introduced to the other five principal religions represented in Great Britain by the end of key stage 2

At key stage 1 a minimum of two religions are studied

EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child’s awareness of self, their own community and their place within this.
Years 1 and 2	A minimum of two religions are studied. Christianity and at least one other religion. Our focus is on Judaism and Islam. Pupils also learn from other religions in thematic units.
Years 3 and 4 Years 5 and 6	A minimum of four religions are studied. Christianity and at least three principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth. Pupils also learn from other religions and worldviews in thematic units. Lower KS2 – Christianity (Islam, Hinduism, Sikhism). Upper KS2 – Christianity (Judaism, Buddhism). All six principal religions are introduced or

Time Allocation for RE

The current governmental requirement for number of hours of RE is as follows:

4-5 years – 50 minutes per week or run as a block, to equate to 36 hours per year.

5-7 years – 1 hour per week or taught as a block, to equate to 45 hours per year.

7-11 years – 1 hour per week or taught as blocks, to equate to 45 hours per year.

WITHDRAWAL

At this school it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE. Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from RE. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes to withdraw their child is expected to consult the headteacher.

At Orchard Primary School, teachers will either block RE units or teach as weekly slots. RE is further enriched via RE Discovery days, including exploring festivals for particular times of the year (such as Remembrance Day and Divali), celebrating special people as well as exploring Sacred Texts.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, pupils are actively engaged in learning.

Teaching the programmes of study contributes to developing religious and theological literacy through religions and worldviews.

Key Themes for Teaching RE at Orchard Primary (linked to the Leicestershire Agreed Syllabus).

We explore **3 key ideas** when teaching RE at Orchard Primary School. These are:

Believing (exploring belief, teachings, sources, questions about meaning and purpose and truth).

Expressing (religious and spiritual forms of expression, questions about identity and diversity).

Living (Religious practices and ways of living, questions about values and commitments).

RE in EYFS

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

ASSESSMENT, RECORDING AND REPORTING

The Leicestershire Agreed Syllabus for Religious Education 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as a requirement outlined in the syllabus. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against expected learning outcomes wheels for assessment and in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

PLANNING

In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school follows the Leicestershire SACRE Scheme of Work and the Planning ideas linked to it. Our schemes of work ensure that pupils have encountered and explored the religions through the EYFS and Key Stage/s 1 and 2. We have used a combination of teaching RE through the creative curriculum, RE days and as a separate subject, depending on the material which has to be covered. The Leicestershire Agreed Planning Format means that the units are followed on a two yearly cycle, ensuring that full coverage is given to the Curriculum.

Short term planning of individual lessons is a matter for the class teacher. The RE Subject Leader is available to help with this and keeps a range of teachers' resources as a guide. When planning each unit of work the teacher will identify which parts of the programme of study is to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of all pupils.

CROSS CURRICULAR APPROACHES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in speaking and listening and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.

LEADERSHIP AND MANAGEMENT

The RE subject leader manages this area of the curriculum in line with our job description for subject leaders.

There is a yearly staff meeting on RE, led by the subject leader; where areas for development are discussed. This policy is reviewed at that meeting/on a biennial cycle to ensure it still represents the values and practice of the school.

L. Widdowson – March 2019