

Hunmanby Primary School

Religious Education (R.E.) Policy

Rationale

At Hunmanby Primary School we believe that R.E. 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 R.E. curriculum.

At Hunmanby Primary School we believe in the importance of developing good relationships throughout all aspects of school life. Religious Education has a crucial part to play in helping to recognise and appreciate the contribution religion, in its varied aspects. We believe it is important not only to learn about religion, but also to learn from religion. R.E. is exciting and absolutely relevant to the lives of all our children. We hope that our commitment and enthusiasm as governors and staff will be communicated by the high priority we place on R.E.

Aims

- To develop the children's knowledge, understanding of, and ability to respond to Christianity and the other principal religions represented in Great Britain.
- To 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 those individuals, societies, communities and cultures.
- Consider the questions of the meaning and purpose in life.
- To learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- To develop the children's sense of identity and belonging, preparing them for adult life as citizens in a plural society.
- To develop enquiry and response skills through the use of distinctive language, listening and empathy.
- To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

Implementation of Policy

This policy will follow the school's Teaching and Learning Policy in the delivery of the R.E. curriculum.

EYFS children explore different celebrations to learn about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1 children will study Christianity and Islam.

Key Stage 2 children will study Christianity, Islam and other major religions including Hinduism and Judaism.

At Hunmanby Primary we follow the North Yorkshire Agreed Syllabus.

This policy is linked to the following policies:

- Teaching & Learning Policy
- Collective Worship Policy
- Equalities Scheme

The teaching of Religious Education promotes learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key literacy skills and thinking skills. Learning will be organised to encourage the development of attitudes: self-awareness; respect for all; open-mindedness; appreciation and wonder.

At Hunmanby Primary School children are given the opportunity to work in a variety of ways including whole class, groups, in pairs and as individuals. We base our teaching and learning style in R.E. on the key principle that good teaching allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

Our teaching enables children to extend their own sense of values, and promote 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.

There are two key dimensions of Religious Education which are expressed in the Attainment Targets for Religious Education:

- AT1 Learning about religions.
- AT2 Learning from religions.

AT1 – Learning about Religion

This includes the ability to demonstrate, knowledge, skills and understanding in relation to

- Religious beliefs, teaching and sources.
- Religious and spiritual forms of expression.
- Practices and ways of Life.

AT2 – Learning from Religion

How children, in light of their learning express responses and insights in relation to questions and issues of

- Meaning, purpose and truth.
- Identity and expression.
- Beliefs, values and commitment.

Breadth of Study

At Hunmanby Primary School the knowledge, skills and understanding identified in the two attainment targets are developed through the breadth of study for each key stage. The breadth of study has three elements

Religion and Beliefs

At Hunmanby Primary School our RE curriculum reflects the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. (1996 Ch56 Section 375(3) Education Act 1996).

Therefore Christianity must predominate and should be taught in every Key Stage. Other principal religions are defined as Buddhism, Hinduism, Islam, Judaism and Sikhism. In addition to the children beliefs, viewpoints and ideas should be taken into account without embarrassment of ridicule.

Experience and Opportunities

At Hunmanby Primary School children should be provided with at range of experiences and opportunities that can enrich and broaden their learning in Religious Education. The teaching of RE takes various forms at Hunmanby Primary School, including discrete regular lessons, RE days and RE weeks, collective worship and through visits and visitors.

Early Years Foundation Stage and Key Stage 1

The Early Years Foundation Stage and KS1 forms the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around 'special' times, people, places and objects/symbols. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

Key Stage 2

In KS2, similar opportunities should be offered and children should be encouraged to openly discuss their understanding, opinions and attitudes about religion.

Visits and Visitors

At Hunmanby Primary School visits and visitors can provide powerful learning experiences for both teachers and children.

We visit Christian churches in the vicinity of the school. Clergy and other members of the community meet with children. Activities and discussions are focused on specific areas of the curriculum as we aim to revisit these churches with all classes.

We try to enable Key Stage 2 children to visit a place of worship from another religious tradition, alongside another educational visit the school is making, but it is not always possible.

The Right of Withdrawal

Parents have the right to withdraw their child/ren from all or part of the Religious Education lessons. Any concerns about the subject should be discussed with the class teacher and/or Headteacher. Parents who wish to withdraw their children must provide written notification to this

effect. The aim of R.E. is not to convert children to a particular viewpoint or imply that all ethical standpoints are necessarily religious ones.

Assessment Recording and Reporting

At Hunmanby Primary School the North Yorkshire Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined following the agreed syllabus for Religious Education. Assessment in R.E. is seen in its broadest sense and is not limited to measurement and testing. Through activities for example, discussion with children, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their children's achievements.

Equal Opportunities

At Hunmanby Primary School inherent in our R.E. policy is the importance of the contribution made by each child and member of staff towards a happy and caring environment in the school, by showing respect for the appreciation of each person as an individual, regardless of colour, culture, origin, sex or ability.

We aim for all children to have equal opportunities regarding access to the R.E. curriculum, in order that they are encouraged to strive for academic excellence and develop their full potential.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential

Health and Safety

At Hunmanby Primary School the staff is trained to care at all times and will ensure safe handling of materials and resources.

The Role of the Religious Education Subject Leader

- To show by example good R.E. practice.
- To monitor the effectiveness of the planned and delivered curriculum specifically in R.E.
- To guide and support teachers in this subject, and to provide, where necessary, appropriate training and development.
- To audit and monitor the quality of R.E. resources, including online and other web based technologies, to ensure effective learning and teaching across the school.
- To work closely with the link Governor and the link Church Reverend and other visitors where appropriate.
- Encourage staff to use the RE planning to deliver a lively and exciting subject using creativity, thinking skills and cross-curricular experiences.

Monitoring

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaison with staff to be able to observe lessons, through INSET sessions, monitoring planning and coverage, carrying out pupil interviews. The result of any monitoring should be discussed with the Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy Implemented: Nov 2016

Policy Reviewed: Nov 2019