

RELIGIOUS EDUCATION POLICY



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Next Policy review date	May 2025

Grange Park Primary School **Religious Education Policy**

This policy has been written based on a sample primary school policy from the National Association of Teachers of Religious Education (NATRE). This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff. It was approved by governors at the Summer 2 governors' meeting (2023) and will be reviewed in two years time.

Context

- Grange Park Primary School is a medium primary school, serving children in the age range of nursery to year 6.
- We teach according to the Telford and Wrekin agreed SACRE syllabus.
- Grange Park Primary School recognises and values the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child.
- We intend to ensure that our Religious Education curriculum is accessible to all children and teachers of any religious or non-religious background.
- Grange Park Primary school recognises the leading role our RE curriculum plays in relation to pupils' spiritual, moral, social and cultural development.

Legal Requirements

RE at Grange Park Primary School will meet the legal requirements for the teaching of RE by:

- Ensuring that the basic curriculum will include provision for religious education for all pupils on the school roll.
- the content of RE reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain
- providing RE teaching in accordance with the locally agreed syllabus for Telford and Wrekin.

Aims

The aims in RE at Grange Park Primary school are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally.

- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom.
- enhance their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
 - develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The time allocated for teaching RE at Grange Park Primary School is:

- EYFS planned within the EYFS Framework
- 39 hours per year in KS1 plus collective worship
- 39 hours per year in KS2 plus collective worship.
- RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Telford and Wrekin Agreed Syllabus.

EYFS	Themes emerging from the EYFS framework
KS1	Christianity, Judaism, Islam, Hinduism,
Lower KS2	Christianity, Judaism, Islam, Hinduism, Sikhism
Upper KS2	Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism, Humanism

Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Telford and Wrekin agreed syllabus in a creative, knowledge-rich, broad and balanced way.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in the staff room and should be returned after use. A regular audit of resources takes place by the RE subject leader in order to update our collection. We encourage school families to donate appropriate artefacts and utilise our local resource centre for RE.

Teachers make good use of resources to ensure that RE lessons are inspiring for pupils and effectively promote progress. Teachers model how to handle religious items respectfully and sensitively and encourage pupils to follow their example.

Visits and visitors

At Grange Park Primary school we are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship or participate in the visit of a representative to their RE class.

Children will have the opportunity to make the following visits during their time at Grange Park Primary School.

Year 1: Visit to a Church, Easter story with Pam Spellen (Telford Minster).

Year 2: Visit to Telford Minster and Visit to a Mosque/Muslim speaker.

Year 3: Visit to Telford Minster and Hindu speaker (Diwali).

Year 4: Visit to Telford Minster and Oakengates Gurdwara.

Year 5: Visit to Telford Minster and a visit from a Humanist representative.

Year 6: Visit to Telford Minster and a visit from a Buddhist representative.

The RE subject leader supports class teachers to organise these educational visits.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and adaptive teaching, applies to RE.

Teachers should also be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The Telford and Wrekin SACRE Agreed Syllabus provides descriptions (Appendix 1) of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate assessments of each child's progress in RE termly in Curriculum Maestro and feedback progress in annual reports. Assessment is based on regular monitoring of work and teacher assessments made in RE lessons.

As part of the monitoring cycle within Grange Park Primary School, an annual Co-ordinator Curriculum Review for RE is conducted, and feedback shared during the following half termly Pupil Outcome Meeting. There is also staff meeting time assigned to RE, following the above, whereby any areas for development can be discussed and appropriate CPD offered.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider. The RE subject leader also attends local network meetings within the CAT to ensure the curriculum offer is up to date and relevant.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them. Guidance (from the National Association of Teachers of Religious Education, NATRE) on dealing with withdrawal from RE can be found in the RE and World Views Co-ordinator file under 10. Other Useful Information.

Intent

The overarching intent of Religious Education (RE) at Grange Park Primary School to inspire pupils with a curiosity and fascination about the world's diverse religions and beliefs. Our aim is to provide a high-quality RE curriculum that promotes understanding, respect and dialogue between different religious and non-religious worldviews.

Implementation

To achieve our intent, we will follow the following implementation practices:

1. Curriculum Design: Our RE curriculum will be designed to provide a coherent and disciplined approach to learning RE. It will have clear aims and objectives and will be flexible enough to respond to the needs of our diverse pupil population. We will ensure that our curriculum is inclusive and reflective of the UK's multi-faith society.
2. High-Quality Teaching: Our teachers will deliver outstanding RE lessons that engage, challenge, and inspire pupils to think critically about their own beliefs and those of others. We will provide regular training to our teachers to keep them up to date with any changes in practice and new developments.
3. Learning Resources: We will equip our classrooms with a range of resources that reflect the beliefs and practices of the world's major religions and non-religious worldviews. Our resources will be age-appropriate, high-quality, and relevant to the curriculum.
4. Assessment and Progression: We will use formative and summative assessment to monitor pupils' progress and attainment in RE. Our assessment and progression will be based on

the knowledge and understanding of the RE curriculum and will be used to inform future learning and teaching.

Impact

Our implementation practices will lead to the following impact:

1. Pupils will develop a broad and deep knowledge of the world's major religions and non-religious worldviews.
2. Pupils will have a critical and reflective understanding of religion and its significance in society.
3. Pupils will be able to articulate their personal response to religious and non-religious worldviews appropriately.
4. Pupils will demonstrate a respect for and understanding of different religious and non-religious worldviews.
5. Pupils will be able to listen and respond appropriately in dialogue with others of different religious or non-religious beliefs.
6. Our pupils will be successful in developing their RE subject knowledge and understanding, achieving high standards of attainment and progress.

Telford and Wrekin SACRE Agreed Syllabus Assessment Framework.

A: Know about and understand	
Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities	
Key Stage 1	Key Stage 2
Recall and name different beliefs and practices Find out meanings behind beliefs and practices	Describe features of the religions and worldviews Reflect on features of the religions and worldviews Make connections between different features of the religions and worldviews
Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews	
Key Stage 1	Key Stage 2
Re-tell some religious and moral stories Explore and discussing sacred writings and sources of wisdom and recognising the communities from which they come Suggest meanings to some religious and moral stories	Describe links between stories and other aspects of the communities they are investigating Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings Understand links between stories and other aspects of the communities they are investigating maybe by offering opinions
Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	
Key Stage 1	Key Stage 2
Recognise some different symbols and actions which express a community's way of life Recognise similarities between communities	Describe a range of beliefs, symbols and actions Understand different ways of life and ways of expressing meaning
B: Express and Communicate	
Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	
Key Stage 1	Key Stage 2
Ask and respond to questions about what communities do, and why Identify what difference belonging to a community might make to individuals	Describe varied examples of religions and worldviews Explain, with reasons, the meanings of religions and worldviews to individuals and communities Explain, with reasons, the significance of religions and worldviews to individuals and communities
Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	
Key Stage 1	Key Stage 2

Observe and recount different ways of expressing identity and belonging	Suggest why belonging to a community may be valuable, in their own lives
Respond sensitively for themselves	Suggest why belonging to a community may be invaluable in their own lives

Appreciate and appraise varied dimensions of religion.

Key Stage 1	Key Stage 2
Recognise some similarities between different religions and worldviews	Describe different dimensions of religion
Respond sensitively to some similarities between different religions and worldviews	Explore and describe similarities and differences between different religions and worldviews
	Understand similarities and differences between different religions and worldviews

C: Gain and deploy skills

Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively

Key Stage 1	Key Stage 2
Explore questions about belonging, meaning and truth	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth
Express their own ideas and opinions in response using words, music, art or poetry	Discuss and present their own views on challenging questions about belonging, meaning, purpose and truth
	Apply ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry

Enquire into what enables different communities to live together respectfully for the well-being of all

Key Stage 1	Key Stage 2
Find out about examples of cooperation between people who are different	Describe ways in which diverse communities can live together for the well-being of all
Respond with ideas to examples of co-operation between people who are different	Respond thoughtfully to ideas about community, values and respect
	Understand and apply ideas about ways in which diverse communities can live together for the well-being of all

Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives

Key Stage 1	Key Stage 2
Find out about questions of right and wrong	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
Begin to express their ideas and opinions about questions of right and wrong in response	Express their own ideas clearly in response ethical questions, including ideas about what is right and wrong and what is just and fair

	Apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair
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