



## Great Binfields Primary School Religious Education Policy

At Great Binfields Primary School, religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. Our aim is to develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions of life throughout the curriculum. We enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children within our school. 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.

### **AIMS AND OBJECTIVES**

The aims of religious education, as a whole, 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;
- Have respect for other peoples' views and to celebrate the diversity in society.

## **Our Curriculum**

The curriculum at Great Binfields encompasses the following aims to meet the needs of our children and the RE curriculum is a vehicle to bring these aims to life within Key Stage 1 and 2. It is a curriculum that is;

### **ACTIVE**

It provides richness and depth to inspirational learning in school. Concrete resources such as artefacts provided from the Hampshire RE resource centre and those taken from Living Difference IV, as well as immersive experience days, are used to embed conceptual understanding in the RE curriculum to allow pupils to make links between each area of learning. Each year group explore a Religious artefact box which contains a range of items such as clothing, stories etc. allowing the children to gain valuable insight into the beliefs and practices of the religion studied.

### **EXPERIENCES**

We aim to provide a breadth of opportunity out of school whilst rooting children in their immediate and local environment. Visitors from different religious groups are invited to talk to the children to provide them with experiences that develop their understanding of religious context and provide broad opportunities that compliment and build on those from within the school setting.

### **DIVERSITY**

Building cultural awareness & knowledge to encourage children to be outward looking and forward thinking. Teaching across both key stages provides opportunities for children to build on their cultural awareness through consideration of different religions and developing a breadth and depth to their understanding of different faiths.

### **PURPOSE and AUTHENTIC AUDIENCE**

We believe learning should matter and have a purpose with aimed towards and authentic audience. Making meaningful learning is central to our teaching. Learning journeys are made clear to the children with an outcome we are working towards and the steps we will take along the way. We have developed 'real life' opportunities for children to share their work. Children's work is shared with different audiences so it raises expectations and expertise and our RE learning journeys and/or outcomes in a variety of ways.

### **EYFS**

RE lessons are developed to offer a broad range of study for children studying RE. Children begin by learning about the concept of celebration linking this concept to their experiences of Harvest and the birth of Jesus at Christmas, as well as celebrating new life at Easter. Children begin to look at other religions, focusing on celebrations and rituals. Each concept taught in EYFS is explored by discussing similarities and differences between communities, faiths and the local community.

**Y1-6** Teachers plan from the National Curriculum objectives alongside the Hampshire RE curriculum provided by Living Difference IV. Each year group has a concept to learn for each topic studied; Christianity and spirituality links to each concept. This is then tied in with learning about different religions including Judaism, Hinduism and Islam. Each learning concept is central to the teaching and this is made clear to the children, being shared throughout the lessons - therefore children are able to understand how one lesson builds on another within the journey. There are clear links to different faiths and festivals through a

wide range reading both fiction and non-fiction to gain more knowledge and understanding of the different religious beliefs and customs, how people celebrate and religious practices, and the similarities/differences between their beliefs and that of others. By presenting our learning in this way, it allows children the opportunity to deepen their understanding by linking each concept and developing the skills they have learned from each concept to investigate faiths and religions - developing an understanding and acceptance of differences and similarities between families and communities.

Within a RE lesson, planning is flexible to the learners' needs and can run over a course of a few sessions. There will be a key task which has adapted variations to support and scaffold and to deepen learning for all. Appropriate language is scaffolded in each class with key vocabulary shared. Teachers model the use of this language in their teaching. Through the use of resources, artefacts, visitors and trips, all children gain a deeper understanding of the religion studied and their learning experience is brought to life. An enquiry-based concept learning environment allows children to question, investigate, problem solve and draw conclusions about the world around them. The use of resources and differentiation ensure that all children's needs are met. We also strongly believe that within our curriculum skills should be developed alongside knowledge. Therefore, we have a set of core skills at the centre of our curriculum which underpin everything we do.

These build progressively as the children move through the school.

To seek out and enjoy challenges

To ask questions to extend thinking

To collaborate with others

To overcome barriers by trying out alternative and adapting or developing ideas

To assess themselves and others

To show commitment and perseverance

To connect ideas and experiences in different ways

To generate ideas and explore possibilities

## **Assessment**

We make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment at the end of each term. We use such assessments as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. RE is assessed termly.

## **RESOURCES**

We are well resourced in our school, which enables us to teach all our RE units of work. We keep resources for RE in a central store where there is a range of artefacts, books and photos other teaching resources available for all religions. There is a large collection of religious artefacts which we use to enrich teaching in RE.

## **MONITORING AND REVIEW**

Class teachers are responsible of assessing and monitoring pupil's progress in this subject area. The RE subject leader is responsible for monitoring the standards of the pupil's work and the quality of the teaching in RE through book scrutiny, pupil interviews and lesson observations. They are also responsible for supporting colleagues in the teaching of RE on request and through staff meetings.

## **LEGAL REQUIREMENTS**

The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 require that;

- Religious education should be taught to all children and young people other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education.
- Religious education in all community, foundation and voluntary controlled schools should be taught in accordance with an Agreed Syllabus.
- An Agreed Syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain.
- An Agreed Syllabus must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.
- An Agreed Syllabus Conference must be convened every five years to review the existing syllabus.

## **Local Authority Agreed Syllabus**

In accordance with the Education Act (2006), the teaching of Religious Education at Great Binfields Primary School follows the Local Authority Agreed Syllabus 'Living Difference IV'

## **Parental right of withdrawal**

In accordance with the Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002, parents should have the right to withdraw their children from the teaching of Religious Education, without influence from the school, although the school will ensure parents or carers are informed of this right and are aware of the educational objectives and content of the Religious Education syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where Religious Education is integrated in the curriculum, the school will discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. In order to avoid misunderstandings, any parent wishing to withdraw their child may arrange a meeting with the Head Teacher in order to discuss:

- The religious issues about which the parent would object to his/her child being taught.
- The practical implications of withdrawal e.g. supervision and alternative activities.
- The circumstances in which the school can reasonably be expected to accommodate parental wishes.
- Any advance notice required of such Religious Education.