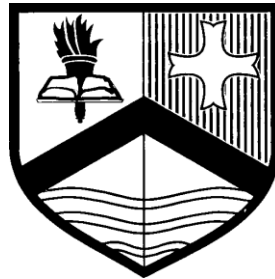


Scraptoft Valley Primary School



Religious Education (RE) Policy

Mission Statement

**Working together to give every child an excellent education in
a caring environment**

**Draft completed: February 2025
Ratified by Governing Body: 12th June 2025
Review: February 2028**

Statement of Intent

Religious Education is the teaching of the various aspects of different religions, and the study of the contribution of religious and spiritual insights to an individual's search for the meaning of life. Religious Education promotes the spiritual, moral, social and cultural development of individuals and of groups and communities and helps pupils develop an understanding of themselves and others. Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. RE in our school provides opportunities for children to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

Aims and Objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions. At our School, we develop the children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school and local community. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

Our objectives in the teaching of RE are to:

- develop an awareness of spiritual and moral issues arising in their lives;
- offers opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- develop knowledge and understanding of Christianity and other major world religions or value systems commonly held in the UK;
- develop an understanding of what it means to be committed to a religious tradition;
- be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
- develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- have respect for other people's views, and hence to celebrate diversity in society.
- promotes discernment and enables pupils to combat prejudice.
- encourages pupils to develop their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a multi-faith and multicultural society and global community.
- has an important role in preparing pupils for adult life, employment and lifelong learning
- enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- prepare pupils for the opportunities, responsibilities and experiences of later life

The legal position of religious education

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'

This will include school children in Reception classes as well as Post 16 students (but not those at Sixth Form colleges). Special schools should comply as far as is practicable. Education Act 2002 Section 80 (1)(a); (2) (a b))

RE must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Education Act (1996 Section 375 (3)) School Standards and Framework Act (1998, Schedule 19, para.5)

Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (s 71 SSFA 1998).

Parents and carers have the right to withdraw their child from Religious Education lessons or any part of the RE curriculum if they so wish, although only after they have given written notice to the school governors. The school has a duty to supervise them, though not to provide additional teaching. This does not impact on their attendance. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents, not the school. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. 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 the Locally Agreed Religious Education Syllabus – The Leicester City Agreed Syllabus 2024 - developed by the local Standing Advisory Committee for Religious Education (SACRE). It meets all the requirements set out in that document.

Planning/ Curriculum coverage

RE is a not part of the National Curriculum but is a statutory subject. We plan our RE curriculum in accordance with the requirements of the LA's Agreed Syllabus and the guidance of the Local Standing Committee for Religious Education (SACRE). We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit of work, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We teach RE topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2, we place an increasing emphasis on the study of religious themes and topics in their own right.

Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis.

The class teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes. These individual plans are kept and often discussed on an informal basis with the RE subject leader.

In line with the requirements of the Leicester City Agreed Syllabus for Religious Education 2024 we plan to for RE will be delivered flexibly according to the statutory requirements. At Key Stage 1 pupils spend 36 hours per year and at Key Stage 2 pupils have 45 hours per year. Time allocation does include visits and RE curriculum days.

RE must be planned for high standards.

Content and Learning outcomes

The Early Years and Foundation Stage

We teach RE to all children in the school, including those in the reception class.

In reception classes, RE is an integral part of the topic work covered during the year. As the reception class is part of the Early Years and Foundation Stage, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals (such as Understanding the World and Personal, Social and Emotional Development) which underpin the curriculum planning for children aged three to five.

Teaching and learning

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 reflect 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. This relates to the newest SACRE syllabus that considers worldviews as a pinnacle part of its teaching. 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 in RE enables children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, to develop their religious thinking. We organize visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations on a computer and share these in assemblies.

We recognize the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Some Religious Education activities are open-ended and differentiation will sometimes be by outcome, so children will be supported by relevant questioning by the teacher. Planned differentiation is also important in certain activities.

We achieve this in a variety of ways, for example by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- sometimes grouping the children by ability and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Cross-curricular Studies

English

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the literacy hour have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information, in order to develop their writing ability.

Personal, social and health education (PSHE) and citizenship

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behavior. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

RE and ICT

ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using web links. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics, such as sacred symbols in different world religions. Younger children can take photographs of the class acting out a Bible story. They can then make a class storybook of it, by adding in speech bubbles and a narrative text. Or, using computer software, they can create a special book in which each pupil has his or her own page; they also make a cover and binding for the book, and draw up a set of rules for its use. An iPad can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

RE and Inclusion

At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. (For further details, see separate policies on Special Educational Needs, Disability Discrimination, Gifted and Talented Children, and English as an Additional Language (EAL).)

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Work done in RE may contribute to meeting targets set out in an Individual Education Plan (IEP). Teachers will have regard for these targets when planning and designing tasks for RE lessons.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (e.g. a visit to a Sikh temple that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment, Monitoring, Recording and Reporting.

Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers will assess children's

work in RE by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future. The teacher will record the attainment at the end of the year. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

We follow the assessment policy as set out by the LA's SACRE. This sets out the expected level of attainment for pupils at the end of each key stage. We use this and Target Tracker as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

The RE subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in RE and indicates areas for further improvement.

The quality of teaching and learning in RE is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and review.

Resources

We have sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central store, where there is equipment for each unit of work. There is a set of Bibles for both key stages, and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a good supply of RE topic books and computer software to support the children's individual research.

Health and Safety

- Children and staff are taught about Health and Safety issues and care of resources
- All Health and Safety issues will be dealt with in accordance with the School's Health and Safety policy

Equality and Diversity Statement

(Please refer to our Single Equality Policy and equality objectives)

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),

- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Review

This policy will be reviewed every three years or sooner if necessary in the light of any new legislation.