



Green Oaks Primary Academy

Religious Education Policy

September 2022

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Persons Responsible	Principal RE Lead
Next Review Date	September 2024
Policy Author	Mrs E Nixon

"Religious Education helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society."
OFSTED. Religious education: Realising the potential (2013)

Religious Education Policy Statement

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. Our curriculum is developed from the Discovery RE Scheme of work alongside the SACRE agreed syllabus for Northamptonshire to ensure children acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions.

Objectives:

Children will learn about religions and religion – to ensure that religious education provides breadth and balance in both content and approaches to learning so that they become religiously literate.

Children will learn from religions and religion – to ensure that they are able to: a) create meaning, find relevance and develop personally from their engagement with religious education;

The quality teaching of RE at Green Oaks will ensure pupils:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews in a respectful way
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Develop conceptual understanding of religion, religious beliefs and practices so that they can begin to engage in informed reflection and discussion about religions and religion.
- Develop an informed appreciation of religions – so that they can explore religions with openness, interest and enjoyment.
- Value religious and cultural diversity – in order to enhance their social and cultural development and to contribute to a more just and civil society.
- Create meaning from their knowledge and understanding of religions– in order to enhance their spiritual and moral development.
- Develop an awareness of the richness of religions and their contributions to society and culture – so that they can make increasingly mature judgements about the world in which they live.

Teaching and Learning

Teaching staff at Green Oaks Primary base their 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. 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 and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

We provide opportunities for children of all abilities to develop their understanding of world religions and ensure the planned progression built into the syllabus offers the children an increasing opportunity to reflect as they move through the school. Our curriculum *'reflects 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'* (The Agreed Syllabus for Religious Education 2018-2022)

Children with Special Educational Needs will access the R.E. study units at their own level by beginning with where the children are and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child.

The teaching and learning strategies within RE lessons will vary through reading and writing opportunities linked to the English curriculum as well having the opportunity to be creative in its broadest sense, including: thinking; doing; imagining; responding; speaking and listening; problem solving; as well as the creative and expressive arts.

Teachers should ensure that their children have opportunities to encounter religions, faith and commitment through visits and visitors.

The children may use ICT to research and present their work. This will require discernment in their use of sources. Virtual tours of places of worship are used where actual visits are not possible.

The RE Curriculum

At Green Oaks Primary Academy, the religious education curriculum forms an important part of our school's spiritual, moral and social teaching. Our school RE curriculum has been developed from the Discovery RE Scheme of work alongside the SACRE agreed syllabus for Northamptonshire.

The curriculum has been split into key themes for each term. The expectation is that each year group explores the key themes with a particular faith so that as they move through the school their understanding of world religions develops. Christianity taught in both the half terms that precede Christmas and Easter. As pupils progress through school, they all will have the opportunity to explore religions with openness, interest and enjoyment and value religions and culture diversity.

The Foundation Stage

It is important in the foundation stage to give children a broad, play based experience of RE in a range of contexts, including outdoor play. Early years learning environments should feature RE scenarios based on experience in the real world, such as in role play. We teach RE to all children in the school, including those in the reception class. In reception class, RE is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage Curriculum, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Key Stage One

Faith Foci – Christianity and Judaism

Key Themes:

1. Believing: What people believe about God, humanity and the natural world.
2. Christmas: What gifts might Christians have given Jesus if he had been born today?
Why do Christians believe God gave Jesus to the world?
3. Story: How and why some stories are sacred and important.
4. Easter: Why was Jesus welcomed like a King or celebrity by the crowds of people?
How important is to Christians that Jesus came back to life after his crucifixion?
5. Symbols: How and why symbols express religious meanings
6. Leaders and Teachers: Figures in religion who have an influence on others locally, nationally and globally.

Key Stage Two

Faith Foci – Christianity, Hinduism, Buddhism, Sikhism, Islam

1. Teachings and Authority: What sacred texts and other sources say about God, the world and human life;

Religion and the Individual: What is expected of a person in following a religion or belief;
2. Christianity: Has Christmas lost its true meaning?
What is the most significant part of the nativity story for Christians today?
Is the Christmas story true?
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

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| 3. <u>Worship, Pilgrimage and Sacred Places:</u> | Where, how and why people worship, including at particular sites; |
| <u>Symbols and Religious Expression:</u> | How religious and spiritual ideas are expressed; |
| 4. <u>Christianity:</u> | <p>What is good about Good Friday?</p> <p>Is forgiveness always possible for Christians?</p> <p>How significant is it for Christians to believe that God intended Jesus to die?</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> |
| 5. <u>Inspirational People:</u> | Figures from whom believers find inspiration; |
| <u>Investigate The Journey of Life and Death:</u> | Why some occasions are sacred to believers and what people think about life after death; |
| 6. <u>Beliefs in Action in the World:</u> | How religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment. |

Personal, Social and Health Education (PSHE) and British Values

Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs (Key stage 2) 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. We also teach and promote British Values through religious education. At Green Oaks, these are reinforced in the following ways: democracy, the rule of law, individual liberty, mutual respect and tolerance.

Spiritual, Moral, Social and Cultural Development

Through teaching religious education 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 multicultural 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.

Pupils with SEN

We believe that all children have the right to access the RE curriculum. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate, we may support SEN children in small groups or on a one to one basis.

Assessment

Assessing RE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Teachers will use assessments to form a judgement as to whether each child has reached the targets for each key question in their year group. Evidence to support the assessment may be found in the pupils' SMSCs Journals along with teacher observation notes.

Monitoring and Review

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The RE Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the coordinator will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of RE
- Where possible, provide opportunities to engage in 'real life' religious experiences.

Withdrawal from RE Learning

Parents may request that their child is withdrawn from R.E. Where parents are wishing to exercise this right it is first suggested that the parents first meet with the Principal to discuss their concerns.

If the matter cannot be resolved, parents need to apply to the Academy Council in writing to withdraw their child from RE lessons. The Academy Council will make arrangements with the Principal for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at Green Oaks and in RE lessons.