Religious Education Policy

Signed: ---------- Date: ----------
Chair of Governors

Signed: ---------- Date: ----------
Headteacher

Adopted and Approved by the Governing Body: **October 2023**
Review Date: **October 2027**

Intent

At Singlewell Primary School, our RE lessons are intended to offer a broad, rich and ambitious RE curriculum to allow for coverage of the RE areas prescribed; to allow for a variety of ways to explore and become curious about religions, children's community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. Personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive, equal attitudes and values to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives; they will be given opportunities to explore their thoughts and ideas in a safe and encouraging setting.

Aims and objectives of Religious Education at Singlewell

Singlewell is made up of children who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that Religious Education (RE) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity.

RE is taught in accordance with the aims of the Kent Agreed Syllabus 2006, which states:

> *As part of the curriculum religious education should promote the 'spiritual, moral, social, emotional, cultural and intellectual development of pupils for the opportunities, responsibilities and experiences of adult life and society.*

Religious Education must be taught to all registered pupils in maintained schools. The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while taking into account teaching and practices of other principal religions.

Teaching and Learning Overview

The broad aim of religious education at Singlewell Primary is to promote the spiritual, moral, cultural and intellectual development of children. We enable children to develop knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. This is achieved by encouraging children to explore and respond to these aspects of religion and draw upon their own experiences. We help the children learn *about* religions (AT1) as well as learning *from* religions. (AT2)

Aims for children:

- Encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values.

- Help children to develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand religions, cultures and ways of life different from their own.
- Have respect for other people's views and celebrate the diversity in society.
- Appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery;
- Communicate their knowledge and understanding using specialist vocabulary.
- Use children's own experiences of religious festivals such as Easter, Diwali, and Chinese New Year etc to develop their religious thinking.

Aims for School staff:

- Promote a confident, positive attitude towards the learning of RE by making it an enjoyable experience;
- Promote a desire to understand the world of other people and an active interest in how they express this 'world'.
- Extend children's sense of values and promote their spiritual growth and development.
- Acknowledge that beliefs and ideas are constantly changing.
- Promote interaction, allowing pupils to relate themselves to others, reflect and respond.
- Ensure that RE teaching throughout the school shows progression and is based on the Kent Agreed Syllabus.
- Develop links with the wider community through visits to places of worship.
- Ensure that parents and carers are informed in the school prospectus that they have the right to withdraw their pupils from religious education, according to the Education Act. Parent/carers who choose to withdraw their children from Religious education lessons are required to state this in writing annually to the Head teacher.

Aims for Parents and Carers:

- Be understanding and supportive of our aims in RE
- Support and encourage their children during Place of Worship trips.
- Praise their children for their understanding of other beliefs and cultures.
- Communicate and work with the school whenever further support is needed to develop their children's RE skills and understanding.

Aims for Governors:

- appoint a designated link governor who will:
  a) meet with the curriculum Subject Leader at least once a year to find out about;
     - ❖ the school's systems for planning work, supporting staff and monitoring progress;

- ❖ the allocation, use and adequacy of resources;

b) visit school and talk to pupils about their experiences of the curriculum area;
c) promote and support the positive involvement of parents in the curriculum area;
d) attend training and other events relating to the particular curriculum area;
e) report jointly with the Subject Leader to the governing body with recommendations, if appropriate.

Organisation & Delivery

a) The Kent Agreed Syllabus

- Our RE curriculum is in accordance with the Kent LA Agreed Syllabus. We ensure that topics build on prior learning; there is a planned progression built into the scheme of work. An RE topic is taught every term as weekly lessons.
- Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:
  - ❖ Learning about Religions - Attainment Target 1 (AT1)
    Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed.
  - ❖ Learning from Religions – Attainment Target 2 (AT2)
    Learning from religion is concerned with developing pupils' ability to reflect on and make responses about a religion being taught from their own experiences. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and values, and communicating their responses.

b) Teaching and learning style.

- We recognise that our children have differing abilities and so we provide suitable learning opportunities for all children by matching the task to the ability of the child, for example by;
  - i. Setting tasks which are open-ended and can have a variety of responses;
  - ii. Grouping children by ability and setting different tasks for each ability group;
  - iii. Providing resources of different complexity, adapted to suit children;
  - iv. Using classroom assistants to support the work of individuals or group of children;
  - v. Differentiating by outcome.

c) FS organisation

- Religious Education in the Foundation Stage is an integral part of the topic work covered during the year. Planning at Reception is based on the 'Development Matters' and 'Early Years Foundation Stage' documents. We

relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the Curriculum (Making Relationships, Self-Awareness, People and Communities, The World, Exploring Media and Materials).

- RE is taught both as a discrete subject and through 'Spiritual Play' stories/discussions (As outlined within the Kent Agreed Syllabus).

d) KS1 organisation

- Children in KS1 are taught RE in mixed ability class groups. Aspects of RE are also taught through Literacy, PHSE, Collective Worship, assemblies and festival celebrations e.g. Harvest, Spring celebration, circle time activities and class assemblies linked to our work.

e) KS2 organisation

- Children in KS2 are taught RE in mixed ability class groups. Aspects of RE are also taught through Literacy, PHSE, Collective Worship, assemblies and festival celebrations.

f) Planning formats

- Years 1 to 6 follow the Kent Agreed Syllabus framework for long term planning and has developed medium term plans to support staff in planning, delivering and assessing the learning and teaching of RE.
- Teaching staff uses these medium term plans to develop their own short term planning.

g) Place Of Worship Visits/Visitors

- We aim to organise visits to Places of Worship during the year to support and complement the work in school and to promote links with the local community. We aim to invite more representatives of local religious groups to come into school and talk to the children in a sensitive manner.

h) Cross curricular

- Opportunities are used to draw RE experiences out of a range of activities in other subjects to enable children to apply and use RE in real life and academic contexts.
    i. English: RE contributes significantly to the teaching of English by promoting the skills of reading, writing, speaking and listening
    ii. Information and Communication Technology (ICT): We use ICT where appropriate to find, select and analyse information, through using a range of ICT resources and the internet. ICT can also be used to evaluate and improve presentation of their work.
    iii. Personal, Social, Health and Economics Education (PSHE): Through RE, we teach children about the values and moral beliefs that underpin individual choices of behaviour. RE promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.
    iv. Social and Emotional Aspects of Learning: Through RE education we encourage children to value their own beliefs and feelings while developing an understanding and respect for people who present different viewpoints.

- An excellent RE lesson links to the use of starters/introduction, a main teaching activity and a plenary or series of mini plenaries throughout the lesson if appropriate.
- Children should be given the opportunity to Reflect on an aspect of human experience in order to understand the relevance of the content being taught (AT2) i.e. use of picture, music, story, artifact, visualization, article.
- Children should be given the opportunity to relate their own experiences to the content being studied (AT1) i.e. sequencing, re-telling, role play, discussion.
- Children should be given the opportunity to respond to the content through their own personal experience in a thoughtful and constructive way (AT1/2) i.e. creative writing, making something, display work, hot seating.

Resources

- Resources are bought with the annually allocated RE budget and stored in the quiet room for use by all staff. The storing of the school's RE resources is organised by the Subject Leader.
- RE resources are used by children and staff in a number of ways including:
- Demonstrating what a Place of Worship would look like, artefacts which shows articles of faith
- Use of pictures, film clips, art work, music to enable children to relate, reflect and respond.
- Resources within individual classes should be accessible to all pupils who should be encouraged to be responsible for their use.

Evidence of Teaching & Learning

We assess children's work in RE by making informal judgements as we observe them during lessons and through marking diagnostically. Assessment is based upon the child's ability in understanding various ideas, beliefs, values, attitudes and behaviour. As well as the ability of a child to reflect on their own experiences and the experiences of others and respond to them in a thoughtful and constructive way.

Children's standards and achievements in RE are assessed in line with the School's Assessment Policy. Assessment in RE for years 1-6 includes:

- ❖ On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress;
- ❖ Marking of children's work; against the shared Learning Objective and diagnostically (regularly in line with School expectations).

- Children's standards and achievements in RE in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

Monitoring

The Subject Leader will monitor the provision, delivery and effectiveness of RE throughout the school year in a variety of ways (which may include lesson visits; book scrutiny and pupil voice interviews).

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Singlewell Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Inclusive practice in RE should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

POLICY REVIEW AND EVALUATION

This policy needs to be reviewed in 2027.