



# **Sigglesthorne Church of England (VC) Primary Academy**

## **Religious Education Policy**

Policy confirmed by the *Governing Body* of Sigglesthorne Church of England (VC) Primary Academy on:

Date:

*With God's love, we learn hand in hand*

## School Aims

At Siggleshorne Church of England (VC) Primary Academy we aim to nurture and inspire our children to ensure they:

- Strive for excellence
- Belong to God and the community
- Have the best opportunities for all
- Show respect for everyone

We do this through:

- An engaging curriculum
- Threading strong Christian values of *Community, Truth and Perseverance*
- Working in partnership with families
- Having high expectations for all
- Working closely with the local and wider community

## Legal Requirement

Every maintained school in England must provide a basic curriculum which includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with *Schedule 19 to the School Standards and Framework Act 1998*. All pupils are entitled to receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development. RE is provided as part of the school's basic curriculum, following the locally agreed syllabus (**AGREED SYLLABUS FOR RE - HUMBER REGION 2011**). Schools must ensure that a sufficient amount of time is given to the teaching of RE to fulfil the requirements of the locally agreed syllabus (SACRE recommends a minimum of 14 hours each term). As a voluntary controlled school, Christianity is the principal religion taught in our school with other religions and their values addressed. An annual report should be given to parents or carers giving brief particulars of progress and achievements in all subjects including RE.

## Rationale

The school will offer a caring, Christian, supportive and disciplined framework to enable the children to achieve their potential from the provision provided. This will be in line with the fundamentals of the British values.

## Aims

1. **To provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge

and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

2. **To encourage pupils to explore their own beliefs** (whether they are religious or non-religious) in the light of what they learn. As they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, they express their responses, thereby building resilience to anti-democratic or extremist narratives.
3. **To enable pupils to build their sense of identity and belonging** which helps them flourish within their communities and as citizens in a diverse society.
4. **To teach pupils to develop respect for others** including people with different faiths and beliefs, and helps to challenge prejudice.
5. **To prompt pupils to consider their responsibilities** to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

*(AGREED SYLLABUS FOR RE - HUMBER REGION 2011).*

6. **To provide opportunities to explore our school's chosen Christian values** - friendship, perseverance, respect, honesty, peace and creativity.

## The contribution of RE to the overall child results in:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

## Planning

**Foundation Stage** - The teaching of RE forms part of the Early Years curriculum, in line with Development Matters. RE skills are covered through free play activities, circle times and religious stories. A selection of key religious festivals are celebrated and experienced by the children. Children have access to a wide range of opportunities to extend their understanding of their own faith and the faith of others.

**KS1** - The medium plan for RE is taken from the *AGREED SYLLABUS FOR RE - HUMBER REGION 2011*. There are six fields of enquiry running through the key stage, progressively building up the core concepts, skills and attitudes of Religious Education:

- Beliefs, teachings and sources
- Practices and ways of life
- Expressing meaning
- Meaning, purpose and truth
- Values and commitments

**KS2** -

- Caring for the world

- Faith as a way of life
- Right and wrong
- Faith and its impact on the world
- 

### Attainment Targets.

There are two aspects to the teaching of RE.

#### 1. Learning about Religions (AT1)

This includes the ability to

- identify, name, describe and give accounts in order to build a coherent picture of each religion;
- explain the meaning of religious language, stories and symbolism;
- explain similarities and differences between and within, the religions.

#### 2. Learning from Religions (AT2)

This includes the ability to:

- give an informed and considered response to religious and moral issues;
- reflect on what might be learnt from religions in the light of one's beliefs and experience;
- identify and respond to questions of meaning with religions.

The year groups follow a unit each term -

Year 1/Year 2 cycle 1:

- Autumn - Unit 1.1: What makes us special?
- Spring - Unit 1.2: How can we keep the world special?
- Summer - Unit 1.3: What happens in a place of worship?

Year 1/Year 2 cycle 2:

- Autumn - Unit 2.1: What does belonging mean?
- Spring - Unit 2.2: How do people demonstrate their beliefs?
- Summer - Unit 2.3: What are the big questions?

Year3:

- Autumn - Unit 3.1: Why remember?
- Spring - Unit 3.2: Who are the faith funders and what do they teach?
- Summer - Unit 3.3: What makes a place sacred?

Year 4/Year 5/Year 6 cycle 1:

- Autumn - Unit 4.1: What does it mean to belong to a faith?
- Spring - Unit 4.2: What makes a hero?
- Summer - Unit 4.3: What do religions teach about caring for our world?

Year 4/Year 5/Year 6 cycle 2:

- Autumn - Unit 5.1: How do people express their faith?
- Spring - Unit 5.2: What inspires people to follow a faith and what is the cost?
- Summer - Unit 5.3: Why do people of faith make a pilgrimage?

Year 4/Year 5/Year 6 cycle 3:

- Autumn - Unit 6.1: Is it fair?
- Spring - Unit 6.2: What gives a sense of identity and belonging?
- Summer - Unit 6.3: What is life about?

Pupils will predominantly study Christianity and Hinduism to carry out their RE based enquiries, although, it may be necessary to consider a different religion to follow a particular enquiry. The class teacher decides whether to carry out an RE enquiry in weekly lessons or in a block of learning - however all teachers know that RE is to be taught 14 hours per term.

**Whole School RE Days** - When appropriate, the whole school takes part in a focussed RE day planned by the RE Co-ordinator. The theme is determined by the RE Syllabus. Year groups mix so that children have the opportunity to work alongside children from different classes, and sometimes different schools and skills are pooled. Following the learning, the class teacher is given time to discuss the day with small groups of children and assess the children's level of understanding and level of reflection. At the end of the day the whole school meet to share their findings.

## **Enrichment Opportunities -**

Where possible, children should experience first-hand what they learn about in the classroom. Visitors to the school to enhance RE teaching and learning are strongly encouraged. Teachers are encouraged to organise out-of-school visits for the children to enhance their learning, particularly to places of worship. **St Lawrence Church** is a valuable resource for the teaching of RE and children will spend time in the church learning about the Christian tradition. 'Virtual' visits to places of worship are also available on [www.request.org.uk](http://www.request.org.uk).

## **Assessment -**

In Foundation Stage, evidence of the children's understanding is recorded on ipads. The teacher uses the information to make judgements as to whether the child is making expected progress. The teacher records a child's level of development on the school's tracking system - otrack as part of the Foundation Stage areas of development.

In Years 1, 2, 3, 4, 5, and 6 the key assessment objectives are identified in each unit of work. The teacher makes judgements about a child's level of attainment through discussion and 'work' produced. The class teacher records observations on short term plans. At the

end of a unit of work the teacher levels each child for AT 1 and AT2 and the results are recorded on the school's tracking system - otrack. (see Areas for Development)

Teachers will employ *Assessment for Learning* techniques throughout their teaching of RE to enable the children to make good progress.

## **Expectations**

### **At the end of Foundation Stage,**

Children are expected to achieve the Early Learning Goal for -

- Making Relationships
- Self-confidence and Self-awareness
- Managing Feelings and Behaviour
- People and Communities

## **KS1 and KS2**

**At the end of each unit, all children will be expected to have reached a secure level of understanding**

**Areas for development-** as we are only a small school, it is not always possible to teach children in discreet year groups. As a result, we will teach some of the children on a cycle, ensuring that each child is given the opportunity to cover all areas.

## **Roles and Responsibilities -**

### **The role of the Head teacher**

To ensure that the statutory requirements are covered

To discuss curriculum delivery with the RE Subject Leader

To ensure the implementation of the RE policy and scheme of work

To keep the RE Subject Leader and other staff up-to-date on recent relevant changes in government policy.

### **The role of the Subject Leader**

To review and update the RE policy

To implement the school's RE policy and scheme of work, ensuring that an engaging, high-quality RE curriculum is being delivered throughout the school

To offer support in the teaching and learning, planning, and pupils' work in RE

To ensure that the teaching of RE is fully inclusive

To attend appropriate courses that will enhance the Subject Leader's role and RE in the school generally, as well as informing other staff of INSET opportunities and arranging/delivering INSET within the school

To extend and update resources as and when necessary, in line with the school's budget arrangements and ensure resources are accessible and well-maintained

To provide and organise a range of enrichment opportunities in RE - whole school RE Days, visits and inviting visitors into school

### **The role of the Class Teacher -**

To implement the school's RE policy and scheme of work, teaching an engaging, high-quality RE curriculum which follows the legal requirements

To follow school planning and assessment procedures

To plan for a range of abilities and ensure that the teaching of RE is fully inclusive

To report annually to parents about progress and achievement in RE

### **The role of Governors**

Governing bodies must ensure that RE is provided as part of the school's basic curriculum, following the appropriate syllabus.

### **Monitoring -**

Children's learning in RE is monitored by the Subject Leader, through monitoring planning and analysing outcomes at the end of the year. The school receives support from the Diocese on a regular basis.

### **Inclusion -**

In planning for and organising RE activities, teachers take a differentiated approach to ensure equality of opportunity for all children, including those with SEN, EAL, those who are Gifted and Talented and those from all religious and cultural backgrounds.

### **Withdrawal -**

The parent of a pupil at Sigglesthorpe Church of England (VC) Primary Academy may request that they be excused from all or part of the religious education (RE) provided. However, the school is obliged to ensure that parents who wish to withdraw their children from RE are aware of its aims and what is covered in the RE curriculum and that they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it. No reasons need be given.