



# Settle CE Primary School

## Religious Education Policy



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Settle Church of England (V.C.) Primary School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education (RE) is not a National Curriculum subject, but must be taught to all registered pupils. Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education teaching and learning as to all other subjects. We teach Religious Education according to the aims of the North Yorkshire Agreed Syllabus (2019-2024) and this is supplemented using Understanding Christianity. Religious Education should not seek to urge religious beliefs on pupils nor to compromise the integrity of their own beliefs.

### Rationale

Through their work in RE pupils explore, analyse and reflect on a range of religious and non-religious responses to basic human questions of meaning and purpose. In particular Religious Education:

- helps pupils to know about and understand the religious beliefs, values, experiences, practices and traditions by which people throughout the world live and make sense of their shared human experience;
- enables pupils to examine and draw upon their own experience through reflection and response.

Religious Education therefore has an important contribution to make to pupils' personal and social development and especially to their spiritual, moral and cultural development.

### Curriculum Intent and Aim

To engage our pupils in systematic enquiry into the 'Big Questions' (Enquiry Questions) which religions and worldviews address. We want our pupils to develop the understanding and skills needed to consider, appreciate, and critique the responses of others to the 'Big Questions'. We want our pupils to reflect on their own responses in light of their new knowledge, and consider if their position remains the same, or has changed.

**Religious Education aims to achieve this by providing opportunities for pupils to:**

- know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.

**Know about and understand a range of religions and worldviews, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity, continuity and change which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion or a worldview.

**Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth raised by human existence and experience, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives, developing their sense of identity and belonging, preparing them for life as citizens in a global society.
- recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- explore their own religious, spiritual and philosophical ways of living, believing and thinking

**Syllabus**

As Settle primary is a Voluntarily Controlled C.E. School, we are required to follow the New North Yorkshire syllabus for Religious Education. We aim to help pupils to acquire and develop knowledge and understanding of Christianity and the other world religions and the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Throughout the school the units are planned to enable pupils in the Foundation Stage and in each Key Stage to work together on a shared topic but at a level, and in ways, which are appropriate to their age and ability in order to meet the end of Key Stage Outcomes.

Where the learning is based on Christianity, Understanding Christianity will be used to supplement the North Yorkshire Syllabus, working towards learning outcomes and end of Key Stage Outcomes.

*In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5% of curriculum time for RE.*

### **Foundation Stage:**

During the Foundation Stage pupils begin to explore the world of religion in terms of special people, books, times, places and objects. Pupils listen to and talk about stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. *Pupils should be allocated a minimum of 36 hours of RE tuition per year.*

### **Key Stages 1 and 2:**

In line with the North Yorkshire agreed syllabus pupils should be taught:

#### **Key Stage 1:**

- Include units from the agreed syllabus
- Christmas & Easter.
- At least one other major faith tradition (Islam- year 1, Judaism- Year 2).

*Pupils should be allocated a minimum of 36 hours of RE tuition per year.*

#### **Key Stage 2:**

The agreed syllabus is delivered through the use of the North Yorkshire planning units from the syllabus to ensure coverage and progression including at least two other major faiths.

In order to promote sequence of progression in learning, the full programme builds progressively on pupils' learning and enables the school to meet fully the statutory requirements of the New North Yorkshire Agreed Syllabus.

*Pupils should be allocated a minimum of 45 hours of RE tuition per year.*

### **Teaching and Learning**

Religious Education is an exciting, stimulating, academic subject which should provide opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences.

RE is also broken down into three types of knowledge. These include:

**Substantive knowledge** – this is about various religious and non-religious traditions

**Disciplinary knowledge (different ‘ways of knowing’)** - this enables pupils to understand and use some of the methods and techniques associated with studying religious and nonreligious traditions.

**Personal knowledge** - this enables pupils to better understand and interrogate their own position, presuppositions and values.

RE will be taught in a way that engages pupils in a variety of activities appropriate to their age, ability and previous experience.

*Pupils will be given opportunities to learn in RE through:*

<b>Exploring through drama, music and art</b>	<b>Comparing</b>	<b>Interpreting art</b>	<b>Interpreting different text types</b>
<b>Questioning</b>	<b>Challenging</b>	<b>Analysing</b>	<b>Applying</b>
<b>Appraising</b>	<b>Weighing up ideas</b>	<b>Appreciating</b>	<b>Interviewing</b>
<b>Asking questions</b>	<b>Arguing</b>	<b>Empathising</b>	<b>Evaluating</b>
<b>Looking closely</b>	<b>Puzzling</b>	<b>Imagining</b>	<b>Reflecting</b>

*Wherever possible pupils will have the opportunity to learn through exploring and experiencing:*

- places of worship
- meeting and talking to visitors from different faiths and world views
- handling religious artefacts, paintings and writings
- research, including use of books and the Internet

Presentation of work

Evidence of learning experiences will be presented in a mixture of pupil books and floor books (Big Books), depending on the year group.

**Floor Books:** Reception, Year 1 and Year 2

**Floor Books and Pupil Books:** Year 3, Year 4, Year 5 and Year 6

Expectations are that in RE, the presentation and quality of work is *in line with English expectations*. This includes the correct spelling and use of key vocabulary, and quality presentation.

## **Learning across the Curriculum**

RE makes a very important contribution to children's spiritual, moral, social and cultural development. RE also contributes to children's personal and social development and their learning in health education and citizenship. RE has a valuable contribution to make to the development of key skills especially communication, working with others, information technology, problem solving and improving own learning and performance. Through R.E we highlight the importance of Global awareness and education for sustainable development.

We aim to explore and develop children's understanding of religious and non-religious beliefs about the origin and value of life; the impact of these on how human beings understand the significance of the world and of themselves; how this is shown in the ways individuals and communities treat each other and the environment and use of the world's resources.

## **Assessment and Recording**

The North Yorkshire Agreed Syllabus 2019 – 2024 sets out a structure for recognising pupil achievements with each pupil working progressively towards achieving the End of Key Stage Outcomes. Provision for children with special educational needs, including more able children will follow the school's policies in these areas.

### **Formative Assessment**

Pupils' learning is carefully monitored through regular formative assessment. Where there is written work, the lesson objective is highlighted in line with school policy in Maths and English. Where there is no written work, staff are to keep their own records of pupils' RE learning. Regular formative assessment is to be used by staff to be responsive to pupil's learning needs in RE, whether this is planning additional support, adapting lessons or changing teaching methods to support or extend learning. This is to ensure that pupils meet or exceed age related expectations.

### **Summative Assessment**

At the end of each RE unit of work, a summative assessment will be made for each pupil for that unit.

*If a pupil is below, or exceeding age-related expectations, staff will annotate the assessment giving more details and possible reasons for that attainment.*

This will help to inform future planning.

*At the end of the year, the summative assessments are to be passed on to the next teacher. By doing this, the next teacher will have quick grasp on where the pupils were in RE in the previous year, and should provide support or challenge as appropriate.*

At the end of the key stages, staff will have a bank of information to support their End of Key Stage Outcomes judgements.

## **Equal Opportunities**

All children have a right to a broad & balanced curriculum with the same access given to all pupils regardless of race, gender, religion, disability, economic & social background and any other factors which limit progress. Religious Education is planned to take account of these diverse needs and to challenge prejudice.

### **Legal background**

The school is required by law to teach RE to all pupils registered at the school. The RE programme must reflect the fact that the religious traditions in this country are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. The RE programme must meet the requirements of the New North Yorkshire Agreed Syllabus (2019- 2024).

### **Parental rights to withdraw children from RE**

Under the recent Education Acts, parents have the right to withdraw their children from all or part of the RE programme. Where parents have concerns about their children taking part in RE, they are asked to discuss their concerns first with the Head teacher. He will be able to discuss the RE programme and teaching methods in greater detail and give parents access to the RE unit materials and resources used. Agreement on alternative provision for the children would need to be reached should they be withdrawn from the RE programme.

*Jane Lait*

*(RE Subject Lead)*

**Reviewed: September 2022**

**Next Review Date: September 2024**