

# Panshanger Primary School

## Religious Education Policy

### Rationale

Religious education is an important subject within its own right that should enable children to develop knowledge of the major world faiths. Children are given time to investigate and reflect on some of the most fundamental questions asked by people. It is important to reflect on what it means to have a faith and give children the opportunity to develop their own spiritual knowledge and understanding. It is important that children develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

### Legal Requirements

Under the 1988 Education Reform Act religious education forms part of the basic curriculum. Provision for religious education within school must be made for all children. The education reform act allows parents to withdraw their child from religious education classes, although written notice must be given to the school governors. It also allows teachers to refuse to teach religious education after notice has been given to the school governors.

The Agreed Syllabus and the provision of religious education in the school should reflect a knowledge and understanding of Christianity and principal religions and value systems and world views.

### Aims for Religious Education

The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

#### A. Sources of wisdom and their impact

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

#### B. Personal and critical responses

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

### Implementation of Religious Education

Teaching is in accordance with the Hertfordshire Agreed syllabus of religious education. It sets out eight key areas which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

Developing religious and theological literacy through religions and worldviews - permeates all areas of the programmes of study.

The following eight key areas of RE may be taught in any order:

**Belief and practices**

**Sources of wisdom**

**Symbols and actions**

**Prayer, worship and reflection**

**Identity and belonging**

**Ultimate questions**

**Human responsibility and values**

**Justice and fairness**

The teaching and learning strategies employed should relate appropriately to the experiences of the pupils, whilst also providing an intellectual framework in which religions can be studied. Strategies should also encourage a sensitive understanding of the feelings and experiences of religious people.

It is essential that children learn through a variety of different ways. Teaching and learning strategies should be creative and imaginative, so that pupils can explore their feelings and emotions in ways that make them reach beyond the everyday and ordinary. They should be given the opportunity to use their own knowledge of festivals and religious practices to build upon. This should be done through experiences of religious artefacts, meeting religious leaders and visits to places of worship.

All classes have a range of abilities and suitable learning opportunities should be given to all. This can be done through a variety of ways:

- providing resources to aid work;
- using classroom assistants to support and challenge children;
- planning and setting tasks of increasing difficulty;
- grouping children by ability when appropriate.

### **Planning Religious Education**

Planning for religious education is in accordance with the Hertfordshire Agreed Syllabus, and should always build on prior learning, giving children of all abilities the opportunity to develop their skills and knowledge. Planning will show clear progression to ensure challenge is given to all children.

Long term planning maps out the topics to be studied throughout the year in each term. These topics are taken from the Agreed Syllabus and planned in conjunction with other subjects, especially at key stage one.

Medium term plans give the details for each unit of work. These are written in conjunction with the Hertfordshire Agreed Syllabus. The RE subject leader keeps these plans and reviews them on a regular basis.

The class teacher plans for each lesson and gives specific learning objectives. Plans are reviewed on a weekly basis and are discussed with the subject leader on an informal basis.

### **Foundation Stage**

Religious education is taught throughout the school. In the Foundation Stage religious education is taught through an integrated approach related to broad themes. Objectives set out in the Early Learning Goals are used to guide planning and children are given opportunities to explore religious ideas and develop their knowledge and understanding of the world.

### **Cross curricular links**

Religious education contributes significantly to the teaching of other subjects. Children are encouraged to record information in RE in a variety of ways promoting the skills of reading, writing, speaking and listening. Issues are also explored through a variety of books and information. Children are encouraged to use ICT with religious education to find information and record ideas.

### **SMSC- How does RE support SMSC?**

Children have the opportunity through religious education to enhance their spiritual, moral, social and cultural development. This is done through exploring issues of faith and values to enhance their knowledge and understanding of the vast cultural context in their own lives. All children explore different beliefs, faiths and have the opportunity to reflect, particularly in Y5 where they consider ultimate and non-ultimate questions and in Y6 where they reflect on their own beliefs about God. Children are taught to be respectful for different people's faiths and children are encouraged to share their own beliefs and religious experiences. In religious education a variety of values and moral beliefs are discussed. For example in Y5 and Y2 authority figures are studied and children explore legal boundaries. The children are encouraged to consider the consequences of their behavior, for example in Y6 where they examine responsibilities in local issues as well as in the world, and look at different viewpoints.

Mutual respect and tolerance of those with different faiths and beliefs is fundamental to all RE teaching and cultural diversity is respected and celebrated.

### **SEN**

Religious education is taught to all children of all abilities. Provision is made to ensure that all children can reach their full potential. It is taught to give a broad and balanced curriculum and should provide learning opportunities that enable all children to make progress. When a child fails significantly outside the expected range, the child is monitored and provision made in consultation with the SEN subject leader.

### **Assessment**

Children's work in religious education is assessed through observations made during lessons and by marking to the learning objective shared with the children. The teachers mark work according to the assessment policy marking for improvement using green and red pens. Peer assessment also takes part in some lessons and the children have opportunity to assess their own and friends work. On completion of a unit of work, teacher assessments are recorded showing the level of understanding for each child.

The RE subject leader keeps samples of work to monitor achievement and show expected levels for each year.

### **Resources**

Sufficient resources are kept to teach religious education units. These are kept within resources boxes in individual classrooms. The library has a range of books for both key stage one and two and is reviewed regularly. Teachers can discuss with the subject leader if extra resources are needed. ICT resources are also available on the server for teachers to use.

### **Monitoring and review**

The subject leader for religious education is responsible for monitoring the standards of the teaching and children's work in RE. They are allocated time to carry out the tasks of monitoring and reviewing religious education in the school.

