



Religious Education Policy

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The difference between try and triumph is UMPPHHH!

Religious Education Policy

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Aims

Religious Education has a significant role for the development of our children's spiritual, moral, social, emotional and cultural development. Our aim is to give all our children a balanced view of a multi-faith society to promote respect, open-mindedness towards others with different faiths and beliefs and encourage pupils to develop their own sense of identity and belonging through self-awareness and reflection. The teaching of RE at Skelton is practical and enquiry based, allowing the children to develop an understanding and appreciation, of the expression of beliefs and cultural practices of the wider global community. By Year 6, our goal is to equip our pupils in a way that they can play a respectful and purposeful role in our society. We provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. We challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Context

Religious Education encourages pupils to develop their basic sense of identity and belonging. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular for those whose faiths and beliefs are different. It promotes discernment and helps pupils to combat prejudice.

Organisation

The curriculum pathway for RE is organized into three dimensions of religion – believing, behaving and belonging (Ealing RE Syllabus) with key questions that ignite the teaching and learning experiences. The learning pathway ensures that the skills and knowledge and the layered vocabulary are progressive from Nursery through to Year 6.

Each half term, teachers plan a week of Religious Education teaching that links directly to the learning pathway to develop knowledge and appreciation of their own and other faith religions and traditions and non-religious belief traditions. The progression through school builds on their knowledge each year and ensures that by the end of Year 6, the children are equipped with systematic knowledge and understanding of religions and world views, enabling them to identify their ideas, values and identities.

Right to Withdrawal

If a family has concerns about the content of the RE curriculum, they should have a chat with the Headteacher. Parents do have the right to wholly or partially withdraw their child from an RE lesson. Staff have the right to withdraw from any RE teaching.

Personal Development & Wellbeing

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. Whilst we believe in providing children with excellent academic abilities, we also feel it is equally important to equip the children with the skills they need in the real world around them. Through our Life Skills Curriculum and through the teaching of RE, we want to help the children become successful learners, confident individuals and become responsible citizens.

During the teaching of RE, we will develop pupils self-awareness, moral values and positive relationships with others. In nursery, the children find out about religion and celebration through valuable experiences for their age. Throughout Key Stage One, pupils explore Christianity and one other principal religion. Children should develop the knowledge and understanding religions and worldviews, recognising their local, national and global contexts. Children should raise questions and express their own views in response to the experiences. Children are encouraged to respond sensitively to similarities between religion and worldviews. They should respond to examples of cooperation between people who are different. In Key Stage Two, children learn about Christianity and two other principal religions, recognising the impact of religion locally, nationally and globally. They are encouraged to be curious and ask challenging questions about religion, belief, values and human life. They should express their own ideas in response to materials they have engaged with, identifying key information and offering reasons to support their views and ideas.

As a school, we hope to:

- Create a supportive and nurturing environment where pupils feel safe and have clear behaviour expectations
- Help children to understand and manage their emotions and feelings
- Children to be open to sharing their worries or concerns
- Ensure children feel self-worth and self-esteem to contribute to discussions and know that they are appreciated
- Encourage children's uniqueness
- Develop children's emotional resilience
- To treat others with fairness and respect
- To be independent and make choices and understand personal freedom

Community Cohesion

At Skelton, we promote community cohesion and provide key contexts to develop young children's understanding and appreciation of diversity, shared values and challenge racism and discrimination. We make provision for daily acts of collective worship which incorporates opportunities for children to develop their spiritual, moral, social and cultural aspects of learning.

There are links with members of religious and belief groups who can enrich the curriculum and the staff, children and families make visits to places of worship or sacred spaces. School values the opportunity of bringing learning to life by giving pupils opportunities to meet and talk with people from the tradition or religion they are studying, ask questions, experience an unfamiliar religious and cultural environment, and meet individuals who can respond to their thoughts and ideas. These visits or visitors contribute to pupils' spiritual development as well as giving many opportunities for exciting cross-curricular learning. The RE calendar has planned events throughout the year to All Saint's Church (local church) and children and families come together to attend Christian festivals and celebrations such as; Christingle, Easter and Mothering Sunday etc.

Key Principles

The curriculum is organized into three dimensions; Believing, Belonging and Behaving.

Believing- believing is associated with a number of different aspects of faith and belief. These may include:

- Convictions that are held by religious and non-religious traditions about the nature of reality, its origins, ultimate purpose and value;
- Ideas about the nature of God and the way in which God has disclosed himself within the world through divine revelation;
- The sources of authority or teaching that help us to inform religious and non-religious beliefs;
- The purpose and functions of religious and non-religious rituals;
- The impact of belief on personal relationships and individual behaviour;
- The relationship between faith and reason, or between faith and truth

Behaving – ways within religious and non-religious communities demonstrate a notion of behaving. These may include:

- Collective identity, expressed through a shared culture, forms of dress and food and the celebration of festivals;
- Expressions of personal piety, such as prayer, meditation;
- Ethical and moral decision-making that is informed by faiths and non-religious beliefs;
- Duties that signify adherence to a religious tradition;
- Putting faith and non-religious beliefs into action through engagement, assist those in need and build community well-being

Belonging: ways in which religious and non-religious communities demonstrate the notion of belonging. These include:

- Forms of collective identity, which may be expressed through a shared culture, forms of dress and food and celebration of festivals;
- Generation of communities that are connected with specific places of worship;
- Context of home and family life and the cohesive function of religious or non-religious worldviews
- Participation in a worldwide community of faith and non-religious worldviews.

Monitoring and Evaluation

Effective assessment is important to provide feedback for pupils, parents and school staff, ensure progression and assist in teachers' planning. Assessment for learning should be a normal part of day to day teaching and learning so that pupils know what they need to do to improve and can set appropriate targets. We will ensure that: a wide range of data is used – pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice. It is important to note that not all aspects of Religious Education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

Reporting

Pupils take on average two years or more to move from one level to the next even when making steady progress in the subject.

It is good practice for schools to report levels

- to the pupils, when appropriate, to inform them of their progress. There should be sufficient time between level-related judgements to allow a pupil to show progress.
- within schools to school leadership teams to assist in monitoring teaching and learning. The frequency with which levels are reported in this context should reflect the primary curriculum requirements.
- to parents to inform them of their children's and young people's progress in Religious Education. It is strongly recommended that schools use appropriate language when using the level descriptors to report to parents to ensure a clear understanding.
- between key stages and schools to aid transition. It is recommended that schools work together in moderating levels across the key stages.
- to SACRE in order to inform their planning of support for teachers and advice to the local authority to raise standards. SACRE have a legal obligation to monitor the quality and provision of Religious Education and therefore require information from schools, particularly at the end of Key Stages Two.

RE Curriculum Pathway

The RE Curriculum Pathway has been designed to provoke children's interest and curiosity with a "Big Idea", which leads to a series of questions for children to explore. Staff build activities, plan visits or invite visitors into school that allow the children the opportunity to answer the Big Idea question. The activities are vocabulary and language rich. During the half term, the children complete station tasks that allow children to develop their understanding of the Big Idea and the skills across RE. The curriculum is engaging, hands on and practical. The curriculum imparts knowledge about the local community and the wider world. We hope our children develop a respectful impression of society and cultural diversity. We aim to shape inquisitive, respectful, knowledgeable, skilful and tolerant young people.

Staff use the purpose built app to assess foundation stage subjects and assess the knowledge and the skills. We also build self-belief and respect so that pupils develop a sense of self-worth.