

“Let all that you do be done with love.” 1 Corinthians 16:14



Croxtton Kerrial Church of England Primary School **Religious Education (RE) Policy**

Our Vision and Mission

With God's guidance, we demonstrate a passionate commitment to **inspiring a love for learning**. We celebrate the uniqueness of each individual and together with parents, the church and wider community, we seek to discover the potential within all our children, preparing them to be happy, aspirational, kind and responsible citizens within our diverse society. We encourage our children and school community to:

“Let all that you do be done with love” (1 Corinthians 16:14)

so that all may flourish and succeed

Our Values

Guided by Christian and British values, we maintain that learning should be an exciting and enjoyable experience for everyone (adults and children); it should be fun and interactive, challenging and celebratory so a love for learning deepens.

Our Christian values support our spiritual, moral, social and cultural development as we grow and learn together in a happy, safe, aspirational environment. Through God's example, we celebrate the uniqueness of each individual and endeavour to unlock their full potential. We inspire and enable our children to contribute to and thrive in a diverse society through promoting the following core values:

Kindness, Peace, Hope, Forgiveness and Respect

In so doing, our vision is that our whole community will actively demonstrate: “Let all that you do be done with love” so that all may flourish and succeed.

Statement of Intent

At our school, we recognise the importance of RE in every aspect of daily life. RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living. Our aim is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Our RE teaching offers opportunities for children to:

- understand religious and belief systems' commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human.

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- promote social and ethnic harmony and awareness of British values through the exploration of multiple identities and local communities, through visits to places of worship and meeting people from religious and belief communities, and through a deepening understanding of beliefs and practices, our aim is for young people to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration. Pupils will explore British values in relation to religions and beliefs. Children reflect on what it means to have a faith or no faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.
- ensure high standards of achievement, learning and behaviour for all our pupils, as well as contributing to their spiritual, moral, social and cultural development.
- have weekly lessons in RE throughout Key Stage 1 and 2. In Early years, RE is taught through the children learning about the world around them in their learning through play and through stories, dance, drama etc. Additional opportunities are provided in RE, such as visits to places of worship. We endeavour to ensure that the RE curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences whilst becoming well informed citizens of the multi-cultural diverse world in which they live.
- develop key personal learning and thinking skills in Religious Education, such as: independent enquirers, creative thinkers, team workers, self-managers, effective participators, reflective learners.
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Our teaching aims to develop an enquiring mind and as such these skills are cumulative across the key stages and include: Investigation, Interpretation, Analysis and Evaluation, Synthesis, Application, Expression and Empathy.

Statement of Implementation

Teachers create a positive attitude to RE learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards. RE is taught consistently throughout the year so that children achieve depth in their learning.

Teachers have identified the key knowledge and skills of each unit and consideration has been given to ensure progression across all units throughout each phase. These are the skills that are developed through our knowledge-based curriculum:

Religious enquiry, where children will learn to ask relevant and informed questions that encourage deeper thinking.

Religious understanding, where children will look at the context of events and explore in depth the way people celebrate and worship through key events and people.

Reflection, where children are able to reflect, discuss and develop their deeper thinking.

Celebrating diversity where children learn that we live in a diverse world in which different cultures and religions are recognised and celebrated.

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Communication. where children are taught to use religious terminology to confidently articulate and share religious ideas, views and opinions.

Planning is informed by and aligned with both the Leicestershire syllabus, and Understanding Christianity. Children will be taught in a range of ways including multi-faith trips, stories, visitors and exploration of artefacts.

Consideration is given to how all learners will be ensured access to the curriculum at a suitably challenging level, therefore making learning accessible for children with specific needs or extending those working at greater depth. Outcomes of work are regularly monitored to ensure that teaching is effective and it reflects a sound understanding of each unit.

The R.E. curriculum reinforces the importance of religious education as an academic discipline. It will enable understanding of concepts and the development of skills and attitudes so that our pupils can explore wider issues of religion and belief in religiously literate ways. This curriculum prepares our children for active citizenship in a diverse and rapidly changing world, exploring some aspects of British values in relation to religions and world views. Through our planning we make space for all of our children to explore their own beliefs, values and traditions, and those of others, in engaged and engaging ways. We aim to support children to develop positive attitudes of respect towards people from all religions and worldviews. We are committed to providing the teaching of RE in a manner that is coherent, progressive, pedagogically and philosophically sound, and that will promote the cognitive, spiritual, moral, social and cultural development of all learners. We aim to help them become literate and articulate about religions and beliefs, and to be thoughtful members of a plural society, so that in learning from religion they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet.

We provide opportunities for them to raise questions of spirituality and identity as well as questions of morality, such as poverty, discrimination and the use of limited resources as well as raising ethical questions about human reproduction, racial and religious prejudice and the role of politics in everyday life. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Teaching and learning style

We base our teaching and learning style in RE on the key principle that outstanding teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development.

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We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals such as Easter, Christmas, Harvest, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers to extract information and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in collective worship assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities and backgrounds, and so we provide suitable learning opportunities accordingly. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks).
- grouping the children and setting accessible tasks.
- providing resources of different complexity.
- using classroom assistants to support the work of individuals or groups of children.

Statement of Impact

The approach across our school is to provide a fun, engaging and high-quality RE education rooted in our Christian ethos. We provide rich opportunities to explore a range of faiths and religions, which helps to develop the children’s personal ability to form their own opinions of the world around them, guided by our Christian Values. Our engagement with the church and the wider community ensures that children learn through first hand experiences. So much of RE lends itself to reflective thinking, so we provide a range of opportunities within lessons to explore this with the children through key questioning, artwork, drama and song. Through various trips, visitors and charities, our children are able to reflect on our diverse community and a range of religious beliefs extending from the children’s own community to the world as a whole.

We have designed our RE curriculum to show progression ensuring that every child has the opportunity to achieve and to build upon their prior skills and knowledge. Through our marking, feedback and assessments we are able to monitor and track the progress of

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each child. The teachers provide children with regular opportunities for retrieval practise where they can recall, use and build on their prior learning.

We endeavour that by the time our children leave us, they will:

- develop an awareness of spiritual and moral issues in life experiences.
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain.
- develop an understanding of what it means to be committed to a religious tradition.
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- have respect for other peoples’ views and to celebrate the diversity in society.

The legal position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors. The Religious Education curriculum forms an important part of our school’s spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Leicestershire LA’s Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

In line with the law, our new Agreed Syllabus for Religious Education expects that we will enable pupils to explore Judaism, Islam, Hinduism, Buddhism, and Sikhism, as well as Christianity. It also encourages the consideration of secular world views.

The time allocation of RE will equate to:

5% of curriculum time

36 hours for Key Stage 1

45 hours for Key stage 2

This may be timetabled on a weekly basis or blocked during themed activities.

Early Years Foundation Stage

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We teach R.E. to all children in the school, including those in the Reception class.

It can contribute particularly to personal, social and emotional development, communication, language and literacy knowledge and understanding of the world and creative development. In our Reception class, R.E. is an integral part of the work covered during the year.

Teaching religious education to children with special educational needs

At our school, ALL members of the learning community will care for and support all children through the teaching of Religious Education regardless of academic ability, disability, age, race, gender, religious belief, faith, no faith, home language, socio-economic background or sexual orientation. Offering an inclusive curriculum is a key part of our school vision.

R.E. forms part of the school curriculum policy to provide a broad and balanced education to all children.

When progress falls significantly outside the expected range, the child may have special educational needs. Our monitoring process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s needs.

We enable pupils to have access to the full range of activities involved in learning R.E. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Monitoring, assessment and recording

In line with the school policy on assessment and monitoring, a range of methods will be used. The learning intentions are shared with the children and regularly throughout each unit of work tasks are set which are linked to the learning intentions. These tasks take a variety of styles, for example: writing, mind-mapping, creative work, drama

The children are encouraged to develop skills to enable them to assess their own progress in RE and to understand how to improve their RE work.

Parents receive an annual written report on their child(ren)’s attitudes and development in RE.

We assess children’s work in R.E. by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expected attainment. We record the attainment grades, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

A Scott, A Blankley and E Scott, Jan 2022

Approved by the LGC in spring 2022

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Appendix 1

Non-negotiables of Religious Education

R.E. Books

- Knowledge Organisers for all units.
- Clear L.O.'s linked to the unit plans-skill based.
- Must see clear progression between exploration of text, making connections, impact and deeper understanding.
- Opportunities for personal expression.

R.E. Displays/ Worship Areas

- R.E. display and worship areas should be separate.
- Prayer table should include: table cloth, school prayer, class prayer, cross, candle, Bible, reflection book, a prayer box with post it notes.
- R.E. displays should be treated as a working wall with a unit title, key questions that the children want to find out, work created each week to be added.