

Willerby Carr Lane

Primary School



Religious Education Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
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Purpose

Religious Education (RE) contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.

Aims

At Willerby Carr Lane Primary School, we aim to provide quality teaching and learning of religious education to ensure that all pupils:

- know about and understand a range of religions and worldviews
- express ideas and insights about the nature, significance and impact of religions and worldviews
- gain and deploy the skills needed to engage seriously with religions and worldviews

Making Religious Education Relevant

Religious Education helps children understand the role religion plays in an individual's life; how religions have similarities and differences and how religion also plays a vital part in political, environmental and social affairs.

Religious Education can benefit us for the rest of our lives, it:

- widens knowledge of religions around the world
- helps to develop respect, understanding and tolerance in a multicultural society
- promotes understanding, respect and acceptance of other peoples' ideas, viewpoints, religions and cultures
- promotes self-reflection and the ability to express considered opinions
- provides wider political, social, ethical and environmental knowledge
- promotes British values of respect and tolerance.

Making use of our Locality and Wider Links

At Willerby Carr Lane Primary School, we aim to provide strong foundations for children's development of religious education knowledge, skills and understanding. We aim to make best use of our own facilities and those nearby. These include links with:

- Willerby Methodist church - visits to church to support learning and to hold Harvest, and Christmas services; visits from church members to support our RE teaching in school (e.g. role playing baptism).
- St Lukes church – regular Open the Book drama assemblies in school (progressing systematically through bible stories with children taking turns to actively participate in the assemblies); visits to the church to develop knowledge and understanding of the Easter story.
- Anlaby Synagogue – visits to the synagogue as well as visits from members to discuss and answers questions directly with children
- members of the Islamic community – visits from members to discuss and answers questions directly

Curriculum Intent

Religious Education is a compulsory subject occupying a unique position, being a component of the basic curriculum to be taught alongside the National Curriculum in maintained schools.

At Willerby Carr Lane School we follow the East Riding Agreed Syllabus.

As laid down in the syllabus in the EYFS we mainly study Christianity and as appropriate a range of other beliefs and cultures e.g. Diwali, Chinese New Year.

At KS1 we teach Christianity and one other principal religion in some depth e.g. Judaism or Islam.

At KS2 we teach Christianity and two other principal religions in some depth Judaism and Islam. Occasionally we will touch upon another religion or worldview.

The syllabus has been created in a cyclical format to enable children to revisit and build on their prior knowledge of the different beliefs and practices taught across the whole school. The syllabus allows for teachers to be flexible and adapt the term in which the units are taught in their year groups, to allow for cross-curricular links or involvement with parents and other members of the community.

We are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral, social and cultural development.

The following skills are central to religious education and should be reflected in learning opportunities at all key stages.

1. Investigation – this includes:
 - asking relevant questions
 - knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner
 - knowing what may constitute evidence for understanding religion(s)

- observing and listening
2. Interpretation – this includes:
 - the ability to draw meaning from artefacts, works of art, poetry and symbolism
 - the ability to interpret religious language
 - the ability to suggest meanings of religious texts
 3. Reflection – this includes:
 - the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices
 4. Empathy – this includes:
 - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others
 - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
 - the ability to see the world through the eyes of others and to see issues from their point of view
 5. Evaluation – this includes:
 - the ability to debate issues of religious significance with reference to evidence and argument
 - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience
 6. Analysis – this includes:
 - distinguishing between opinion, belief and fact;
 - distinguishing between the features of different religions
 7. Synthesis – this includes:
 - linking significant features of religion together in a coherent pattern
 - connecting different aspects of life into a meaningful whole.
 8. Application – this includes:
 - making the association between religions and individual, community, national and international life;
 - identifying key religious values and their interplay with secular ones
 9. Expression – this includes:
 - the ability to explain concepts, rituals and practices
 - the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media
 10. Collaboration – this includes:
 - the ability to work together and learn from each other

Curriculum Implementation

RE benefits from being taught by specialist teachers in Foundation Stage and two experienced HLTAs in all other year groups.

A long-term plan is in place based upon the East Riding of Yorkshire Agreed Syllabus, which provides continuity and progression in the development of knowledge, awareness and respect.

High quality, effective RE teaching places enquiry at the heart of learning. Effective enquiry in RE:

- involves sustained learning – pupils set up the enquiry, carry it out, evaluate their learning and revisit the questions
- starts by engaging pupils in their learning – making sure they can see the relevance and importance of the enquiry and how it relates to their own concerns
- allows pupils time to gather information and draw conclusions before asking them to reflect on or apply their learning – the focus on ‘learning from’ will probably come late in the process as they ask the key question – so what?
- enables pupils to reconsider their initial thinking and extend their enquiry as they begin to see new levels of possibility – if pupils have identified key questions at the outset, they might want to reconsider these questions, add more, or re-prioritise their importance
- allows pupils to use their creativity and imagination – ensuring that experiential learning and opportunities to foster spiritual development are built into the process of enquiry

Religious Education in the Foundation Stage

R.E. in the Foundation Stage is taught under the umbrella of ‘Understanding the World.’ The children are supported in developing the knowledge, skills and understanding that helps them make sense of the world.

The children work towards achieving the following relevant ELGs:-

- They know about similarities and differences between themselves and others, and among families, communities and traditions.
- They answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events.

The children study various festivals and special events both in their personal lives and in the wider community, including Diwali , Christmas, Chinese New Year and Easter.

Cross Curricular Opportunities

The content and positioning of religious education units is designed to develop a coherent and progressive religious education curriculum which supports quality teaching and learning. Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of RE.

There are natural links with PSHCE in considering the variety of beliefs, values and commitments, practices and ways of life, identity, diversity and belonging, meaning, purpose and truth.

Assessment, Recording and Reporting

Assessment is carried out in line with the school’s Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson.

We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. Teachers assess how well children are able to answer the key questions which are set out in our knowledge organisers: the depth of their answers and clarity of their explanations. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them.

Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Rights of Withdrawal

Parents have the right to withdraw their child from all or part of religious education. Teachers also have a right of withdrawal from teaching religious education. Requests for withdrawal should be made through the Headteacher.

Role of the Subject Leader

The religious education subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in religious education and disseminating information to the rest of the teaching staff.