

Willerby Carr Lane

Primary School



Religious Education Policy

POLICY MANAGEMENT

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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 develop religious literacy through

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different 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 Luke's 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 Christmas and/or Easter story.
- 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 through festivals e.g. Diwali, Chinese New Year.

At KS1 we teach Christianity, one other principal religion in some depth namely Islam and one other religion or world view, eg Humanism.

At KS2 we teach Christianity and two other principal religions in some depth, namely Islam and Hinduism. We will also touch upon other religions and worldviews eg Buddhism and Humanism.

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.

Curriculum Implementation

RE is taught by class teachers in all year groups across the school.

A long-term plan is in place based upon the East Riding of Yorkshire Agreed Syllabus for Religion and World Views, which provides continuity and progression in the development of knowledge, awareness and respect. Knowledge organisers are available for each unit.

Religious Education in the Foundation Stage

The Statutory Framework for EYFS sets out the 7 areas of learning and development which shape the educational programmes for children in Foundation Stage. The R.E educational programme broadly falls under the 'Understanding the World' area of learning. Understanding the World involves guiding children to make sense of their physical world and their community.

Children will study various festivals and special events both in their personal lives and in the wider community, including Christmas, Chinese New Year and Easter. In addition, they will listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our diverse world. They will participate in circle time and show and tell to enrich their experiences with examples from their community and their peers. Children will be given the opportunity to explore and secure their knowledge through carefully planned and organised continuous provision, alongside adult interactions that challenge and develop their thinking.

Children work towards the following ELG:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

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 stages 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.