



Aim High

Never Give Up

Follow Your Dream

Lead By Example

RELIGIOUS EDUCATION POLICY

Ratified By	School Effectiveness Committee
Date	11/10/2021
Minute	9
Review Date	Autumn 2024
Policy Statement	
	This policy is for all members of the Norwood Primary School family to ensure that there is a common and consistent understanding of what we expect from our children
Who has devised and contributed to this policy?	This policy has been devised by the RE Leader in consultation with staff
How will this policy be communicated?	The policy is available on the school website and a copy is available from the school office. Supporting materials are displayed around school
How will this policy be monitored?	Governors will monitor this policy through the Head Teacher reports and through Governor visits/days
Which other policies are linked to this policy?	All Safeguarding policies, with specific links to Anti-bullying. Home School Agreement and Code of Conduct.

Statement of Intent

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. Our pupils are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. The RE syllabus that we are currently following at Norwood Primary school is the 'Peterborough Agreed Syllabus for Religious Education'. This is supported by 'Understanding Christianity' scheme of work. At Norwood Primary School, we enable children to develop a sound knowledge for the following major religions; Christianity, Islam, Hinduism, Sikhism, Buddhism, Judaism, as well as Humanists who follow no religion. Both religious and non-religious world views are studied. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religion. Through these experiences children will gain insights and knowledge to help equip them as responsible citizens, ready to contribute positively to our society and the wider world.

Aims

Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. The principal aim of RE in the Peterborough syllabus is;

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- Develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures.
- Develop positive attitudes of respect toward other people who hold views and beliefs different from their own; living in a society of diverse religions.
- Develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in Peterborough and the United Kingdom.
- Enhance their spiritual, moral, social and cultural development by:
- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
- Reflecting on their own beliefs, values and experiences in the light of their study.

Objectives

- Children will learn about religions and religion - to ensure that religious education provides breadth and balance in both content and approaches to learning so that they become religiously literate.
- Children will learn from religions and religion - to ensure that they are able to: a) create meaning, find relevance and develop personally from their engagement with religious education;
b) explore human experience and questions by addressing values, ultimate questions and fundamental concerns about themselves and the world in which they live.
- We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the syllabus offers the children an increasing challenge as they move through the school. KS2 builds upon KS1, KS1 builds upon the Foundation Stage. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.

- Children with Special Educational Needs will access the R.E. study units at their own level by beginning with where the children are and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child.
- The teaching and learning strategies within RE lessons will vary through reading and writing opportunities linked to the English curriculum as well having the opportunity to be creative in its broadest sense, including: thinking; doing; imagining; responding; speaking and listening; problem solving; as well as the creative and expressive arts.
- Teachers should ensure that their children have opportunities to encounter religions, faith and commitment through visits and visitors.
- High Attaining pupils will be offered differentiated opportunities, where appropriate, to extend their learning in order to reach their true potential.
- The children may use ICT to research and present their work. This will require discernment in their use of sources. Virtual tours of places of worship are used where actual visits are not possible.

Implementation

At Norwood Primary School, the religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

Our RE curriculum is based on the Peterborough Agreed Syllabus and the Understanding Christianity Scheme of work which provides a broad framework and outlines the knowledge and skills taught in each Key Stage.

The curriculum is written to reflect progressive key questions per year group.

Time spent on R.E:

FS & KS1: 36 hours (1 hour per week)

KS2: 45 hours (1.25 hours per week)

Teaching and Learning

At Norwood School the RE curriculum is enquiry based. Using enquiry based learning techniques ensures that pupils are enabled to be active, thoughtful, reflective and expressive in their handling of questions about beliefs, religion, spirituality and values.

We base our teaching and learning style in RE on the key principle that good 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. 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 at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. 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 and working individually or in groups. Sometimes they prepare presentations and share these with others. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

The Foundation Stage

It is important in the foundation stage to give children a broad, play based experience of RE in a range of contexts, including outdoor play. Early years learning environments should feature RE scenarios based on experience in the real world, such as in role play. We teach RE to all children in the school, including those in the reception class. In reception class, RE is an integral

part of the topic work covered during the year. As the reception class is part of the Foundation Stage Curriculum, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Key Stage 1 and 2

There are two attainment targets in Religious Education for Key Stage 1 and 2. There are two attainment targets for religious education (RE) which support the aims of the subject concisely. RE must be relevant to pupils' own personal development and awareness. The two attainment targets are sometimes distinct in planning, but often interwoven in good teaching.

These are;

Attainment target one (AT1) - Learning about religion and belief

This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

Attainment target two (AT2) - Learning from religion and belief

This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied. RE is at its most effective when these two attainment targets are closely related in the learning experience.

Skills development

The following skills and processes are necessary to progress in religious education. They should be reflected in the objectives set and in the learning opportunities provided.

- **Investigation**

- o Asking relevant questions
- o Using different sources to gather information
- o Knowing what may constitute evidence for understanding religion

- **Interpretation**

- o Drawing meaning from artefacts, works of art, poetry and symbols
- o Interpreting religious language and texts

- **Reflection**

- o Pondering on feelings, relationships, experiences, ultimate questions, beliefs and practices

- **Empathy**

- o Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- o Seeing the world through the eyes of others, and seeing issues from their point of view
- o Developing the power of imagination to identify feelings such as love, forgiveness and sorrow

- **Evaluation**

- o Debating issues of religious significance with reference to evidence and argument
- o Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience

- **Analysis**

- o Distinguishing between opinion, belief and fact
- o Distinguishing between features of different religions

- **Synthesis**

- o Seeking coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole

- **Application**

- o Making the association between religions and individual, communal, national and

international life

o Identifying key religious values and their interplay with secular ones

- **Expression**

o Explaining concepts, rituals and practices

o Identifying and articulating matters of deep conviction and concern

o Responding to religious issues through a variety of media.

Teachers are provided with PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- A means to display and celebrate the pupils' R.E. work in their class.

Fundamental British Values

At Norwood we promote the British Values of;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

Actively promoting these values means challenging opinions or behaviours in school that are contrary to British Values. RE lessons will offer a structured and safe space for reflection, discussion, dialogue and debate. In RE lessons pupils learn the skills and develop attitudes that help protect themselves and others from harm throughout their lives.

The RE classroom is a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher. In RE pupils examine different codes of living and consider the value of the rule of law where all people are equal before the law. RE lessons will challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs. The children will consider questions of identity and belonging.

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success in our stratified society.

Cultural capital gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

Cultural capital is having assets that give pupils the desire to aspire and achieve social mobility whatever their starting point.

Norwood school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student's cultural capital:

1. Personal Development

2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

At Norwood School through Religious Education we endeavour to ensure that children should think about and interpret religious beliefs. They should communicate their reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments. All of these things are essential to development as a human being. Their confidence in doing this is part of their cultural capital.

Equal Opportunities

Equal Opportunities All children regardless of race, gender and physical and intellectual ability will be given access and opportunity to explore Religious ideas and develop their skills. Adult supervision and encouragement will be provided to small groups and individuals where appropriate. SEN children are actively encouraged to use ideas from R.E. to develop an understanding of other curriculum areas such as Personal, Social and Emotional Education. There is opportunity to explore and learn about other cultures that children in the Western world might not be familiar with.

Assessment

Assessing RE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- *Formative assessments* are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- *Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives. Teachers will use assessments to form a judgement as to whether each child has reached the targets for each key question in their year group. Evidence of work will be highlighted in children's books, on photographs, videos and notes on discussions with children etc. This will demonstrate achievement of objectives.

Monitoring and review

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The RE Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the coordinator will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of RE

Withdrawal from RE Learning

Parents may request that their child is withdrawn from R.E. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at Norwood Primary School and in RE lessons.

Impact

Religious Education at Norwood School develops pupils’;

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these

Religious Education at Norwood Primary encourages pupils to;

- consider challenging questions of the 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;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Norwood Primary enhances pupils’;

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at Norwood Primary offers;

- opportunities for personal reflection and spiritual development.