



RELIGIOUS EDUCATION POLICY

Introduction

This Religious Education Policy outlines the teaching, organisation and management of RE teaching and learning at Meadow Farm Community Primary School.

It supports the overall aims, values and philosophy of the school: caring, confident and accomplished learners.

We believe that Religious Education is the knowledge and understanding of a range of religions and world views; enabling all children to develop their ideas, values and identity.

We understand that:

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

Derbyshire and Derby City Agreed Syllabus for RE 2020-2025, p.6

Statement of intent

The Principle aim of RE 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.

Derbyshire and Derby City Agreed Syllabus for RE 2020-2025, p.6

Our intent is to ensure that all children will:

'Know about and understand a range of religions and worldview's

'Express ideas and insights about the nature, significance and impact of religions and worldview's

'Gain and deploy the skills needed to engage seriously with religions and worldview's

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Furthermore, our intention is:

- To stimulate and maintain pupils' curiosity, interest and enjoyment of RE.
- To develop an understanding of the influence, beliefs and traditions on individuals, communities, societies and cultures.

- To develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK and our local community.
- To develop positive attitudes of respect towards other people who hold different views and beliefs and towards living in a society and cultural development.
- To enhance children's spiritual, moral, social and cultural development.
- To develop awareness of the fundamental questions of life raised by human experiences and of how religious teachings can relate to them.
- For children to respond to such questions with reference to the teaching and practises of religions, relating them to their own understanding and experience.
- For children to reflect on their own beliefs, values and experiences.

We will achieve this by following the program of study within the Derbyshire and Derby City agreed syllabus and the three areas of learning below:

1. Know about and understand a range of religious and worldviews.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

There are strong connections between the programs of study and SMSC and British values and the implementation of these three areas of learning will greatly enhance the development of these within the primary curriculum.

Implementation of the policy

LEGAL REQUIREMENTS OF THE AGREED SYLLABUS FOR RE:

Meadow Farm Community Primary school has a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents.

In order to deliver the aims and expected standards of the agreed syllabus for Derbyshire and Derby City, a minimum allocation of 5 per cent of curriculum time for RE is strongly recommended. In practice this means that the following is allocated to the teaching and learning of RE at Meadow Farm Community Primary school.

Reception	36 hours of RE. Delivered as 50 minutes a week or some short sessions implemented through continuous provision.
Key stage 1	36 hours of tuition per year. Delivered by an hour a week, or less than an hour a week plus a series of RE days.
Key stage 2	45 hours of tuition per year. Delivered by an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE.

A flexible approach is often good practice; we encourage RE themed days throughout the year or lessons taught in blocks. This is at the discretion of the phase team. There is a common frontier between RE and other subjects such as English, Art, PSHE and geography. However, when creative cross curricular planning is used, it must be ensured that RE objectives are clearly planned and taught.

Religions and Beliefs to be studied – minimum requirements

EYFS – 3-5s

Children in EYFS encounter religions and worldviews through special people, books, times, places and objects, visiting places of worship and listening to and talking about stories.

Key Stage 1 – 5-7s

Children are taught knowledge, skills and understanding through learning about Christians and Muslims or Jewish people.

Key stage 2 – 7-11s

Children are taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people.

Long Term Curriculum Plan for RE

Nursery – Discovering

This is non-statutory, but teachers may choose to incorporate RE material into children's activities if they choose to. The following themes lend themselves to opportunities for RE work:

Myself	People Who Help Us	Special Times
My Life	Friendship	Our Community
My senses	Welcome	Special Books
My Special things	Belonging	Stories
People Special to me	Special Places	The Natural World

Reception - Discovering

Autumn	Where do we belong? (<i>Christians, Hindus, Muslims</i>) Which times are special and why? (<i>Christians, Hindus and Jewish people</i>)
Spring	What is special about our world? (<i>Christians, Muslims and Jewish people</i>) Which people are special and why? (<i>Christians, Muslims and Jewish people</i>)
Summer	Which places are special and why? (<i>Christians and Muslims</i>) What stories are special and why? (<i>Christians, Hindus and Muslims</i>)

Key stage 1

Year 1 - Exploring

Autumn	Who is a Christian and what do they believe (part 1) (<i>Christians</i>)
Spring	How and why do we celebrate special and sacred times? (part 1) (<i>Christians, Muslims or Jewish people</i>) Who is Muslim and what do they believe? (part 1) (<i>Muslims</i>)

Summer	What does it mean to belong to a faith community? (Christians, Muslims, Jewish people) What makes some places sacred? (Christians, Muslims and/or Jewish people)
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Year 2 - Exploring

Autumn	Who is Jewish and what do they believe? (Jewish People) How and why do we celebrate special and sacred places? (part 2) (Christians, Muslims or Jewish people)
Spring	Who is Muslim and what do they believe? (part 2) (Muslims) Who is Christian and what do they believe? (part 2) (Christians)
Summer	How can we learn from sacred books? (Christians, Muslims and Jewish people) How should we care for others and the world, and why does it matter? (Christians and Jewish people)

Key Stage 2

Year 3 – Connecting

Autumn	Why is the bible so important for Christians today? (Christians) Why are festivals important to religious communities? (Christians and Hindus/Jewish people/Muslims)
Spring	What do different people believe about god? (Hindus, Christians, Muslims) Why do people pray? (Christians, Hindus or Muslims)
Summer	What does it mean to be a Christian in Britain today? (part 1) (Christians) What does it mean to be a Hindu in Britain today? (part 2) (Hindus)

Year 4 – Connecting

Autumn	What does it mean to be a Hindu in Britain today? (part 2) (Hindus) What does it mean to be a Christian in Britain today? (part 2) (Christians)
Spring	Why are festivals important to religious communities? (Christians and Hindus/Jewish people/Muslims) Why is Jesus inspiring to some people? (Christians)
Summer	What can we learn from religions about deciding what is right and wrong? (Christians, Jewish people, non-religious people (Humanist)

Year 5– Connecting

Autumn	Why do some people think God exists? <i>(Christians, non-religious (Humanists))</i> What does it mean to be a Muslim in Britain today? (part 1) <i>(Muslims)</i>
Spring	What matters most to Christians and Humanists? <i>(Christians and non-religious (Humanists))</i>
Summer	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) <i>(Christians)</i> If God is everywhere, why go to a place of worship? <i>(Christians, Hindus and Jewish people)</i>

Year 6 – Connecting

Autumn	Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>(Christians, Muslims and non-religious (Humanists))</i> What does it mean to be a Muslim in Britain today? (part 2) <i>(Muslims)</i>
Spring	What does it mean to be a Muslim in Britain today? (part 2) What difference does it make to believe in Ahimsa, Grace and/or Ummah? <i>(Christians, Muslims and Hindus (recap))</i>
Summer	What do religions say to us when life gets hard? <i>(Christian, Hindus and non-religious responses)</i>

RE and British Values

RE makes a key educational contribution to pupils' explorations of British values. Teaching the Derbyshire and Derby City agreed syllabus for Religious Education will enable pupils to think for themselves about British values. Values, education and moral development are a part of a school's holistic mission to contribute to the wellbeing of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils' moral development is a whole school issue.

Request for children to be withdrawn

Parents have the right to withdraw their children from Religious Education lessons – in its entirety or in part, on the grounds that they wish to provide their own religious education. To make such a request, parents should formally write to the head teacher. The head teacher or class teacher will talk to the parents first to ensure that they understand the aims and value of RE before honouring this right.

Assessment and reporting

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. Suggestions are made on the assessment sections on each of the units of work that Meadow Farm has bought into.

The core principles are that assessment at Meadow Farm Primacy School will:

- Set out steps so that pupils reach or exceed the end of Key Stage expectations in the RE curriculum.
- Enable teachers to pinpoint the aspects of the curriculum in which pupils are falling behind and recognise exceptional performance.
- Support teachers' planning for all pupils
- Enable the teacher to report to parents and, where pupils move to other schools, providing clear information about each pupil's strengths, weaknesses and progress towards the end of key stage expectations.

Teaching and learning methods

Active learning opportunities and investigations will be developed through using engaging stimuli to enable pupils to achieve the outcomes set out in the Derbyshire and Derby City agreed syllabus. Children will be encouraged to raise questions involving Religious Education. In answering these questions, children will encounter a variety of creative and enjoyable learning activities which will enable them to develop their thinking skills. Examples of these learning activities will be through the use of religious artefacts, role play and drama techniques, theatrical effects, art and design, photographs, visitors, educational visits, festival days, thinking skills activities, discussions, debates and investigative stories.

E Learning

ICT will play an integral part in learning in RE. Children and teachers will use a variety of approaches to ensure that learning is effective. Lessons may be taught using active inspire, natre.org.uk, RE today, PowerPoint and hyperlinks to various websites on the interactive whiteboard and on the computers or laptops. Children will use ICT for research, investigations and presentation of their work.

Resources

Meadow Farm Community Primary school had bought into RE today's scheme of work for Reception, Key stage 1 and lower and upper Key stage 2. Religious artefacts, photographs, posters, PowerPoint, video and other visual/auditory stimulus plus ICT programs and websites are also available in school.

We welcome visitors into school to support our RE teaching and learning and where possible, make visits to religious places locally. We have a link with a local church in the community who regularly deliver assemblies in school.

Health and Safety

Health and Safety regulations for class based lessons apply as for other subjects. For outdoor or off site activities please refer to our Educational Outdoor Visits Policy and risk assessments.

Impact

The children at Meadow Farm Community Primary School will enjoy learning about other religion's and why people choose, or choose not to follow religion. Enjoyment of the RE curriculum will promote creativity, achievement, confidence and inquisitive minds. Through their RE learning the children will :

- Have a stronger awareness of the world around them and will be mindful of the beliefs of others.
- Feel they are valued as individuals and that their beliefs are valued and celebrated.
- Feel safe to learn new things and share their beliefs with others in an accepting environment.
- Will leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Monitoring and review

The role of the co-ordinator will:

- Have responsibility for securing high standards of teaching and learning in the subject and evaluate their effectiveness.
- Ensure that practices improve the quality of RE education throughout the school and raise standards of achievement.
- Inform future priorities and targets for the subject.
- Monitor, review and evaluate the quality and effectiveness of learning in RE.
- Support colleagues, identifying developments within their CPD as well as the co-ordinators own CPD.

Guidance from the Derbyshire and Derby City Agreed syllabus 2020-2025

RE is legally required for all pupils. RE is a core subject and an entitlement for all pupils throughout their schooling.

- RE is different from assembly. Curriculum time is distinct from the time spent on collective worship or school assembly. The times given in this policy are for RE in the curriculum.
- Flexible delivery of RE is often good practice. An RE themed day, or week of study can complement – but not usually replace – the regular programme of timetabled lessons.
- RE should be taught in clearly identifiable time. Though cross curricular approaches are welcomed, RE objectives must be clear and EYFS teachers should be able to indicate the opportunities they are providing to integrate RE into teaching and learning.

Coherence and progression. Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in the Derbyshire and Derby City agreed syllabus to provide coherence and progression.

Policy prepared by: Chelsea Davis (RE subject Leader)

Date prepared: 04/07/23

Date ratified by the Strategic Committee: 11/07/23



Signed:

Mrs M Gaiderman



Signed:

Mrs S Eyre

Review date: July 2026

Chair of the Strategic Committee

Head Teacher