

# HITHERFIELD PRIMARY SCHOOL AND CHILDREN'S CENTRE

## Religious Education Policy



### *Our Vision Statement*

*'Our vision is to create a school community where everyone feels valued, has the opportunity to explore and develop their strengths and is able to participate in new experiences. We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well being.'*

# Document Control

## Change Record

Date	Author	Version	Change Reference
			No Previous Document
20-Sept-07	Laura	RE.001 (D)	Created new draft document emailed to Melanie
9-Nov-07	Melanie	RE.002 (D)	Updated policy
31-March-08	Laura	RE.002 (P)	Removed draft references and published document
20-Oct-16	Melanie	RE.003 (P)	Reviewed Policy
Jan 2020	Chris	RE.004	Reviewed
May 2022	Aga (RE Lead)	RE.005	
July 2024			Reviewed

## Distribution

Reviewers	Approvers	Distribution
LAPD Committee	Full Governing Body	

## Introduction

Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools and it must be taught according to a locally agreed syllabus.

The Education Act 1996 states that an agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented.

Religious Education must be taught to all registered pupils in maintained schools, except to those withdrawn by their parents. This requirement does not apply to nursery classes in maintained schools.

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Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

Religious Education encourages pupils to develop their sense of identity and belonging. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

### **Curriculum Intent:**

Our curriculum at Hitherfield Primary School will enable pupils to grow and develop in their search for values. It will encourage the development of a positive ethos both within the school and the local community. Our Curriculum aims to:

- Develop a positive attitude towards living in a society of many religions and beliefs, respecting others right to hold different beliefs from their own;
- Acquire and develop knowledge and understanding of Christianity and the other principal religions and non-religious world views represented in Great Britain;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to their own beliefs and the teachings of the principal religions and beliefs represented in Great Britain

Our curriculum endeavours to remember and address the needs of pupils of all faiths and cultural backgrounds, sex, disability or additional need. It has a commitment both to raising standards and providing equality of opportunity for all.

We aim to encourage children and parents to participate in the sharing of knowledge, views and feelings about their own religion/culture. We recognise that the experiences at home can be used to develop learning in school, e.g. celebrations, assemblies etc.

It is critical to build positive relationships with parents in order to work effectively with them and their children. No child should be excluded or disadvantaged because of their culture or religion.

It is important to remember that it is not the place of R.E. to nurture pupils into a particular standpoint, still less into a system of belief that they will be required to accept. However, we are required to promote the spiritual and moral development of pupils so they may develop their own views as believers or non-believers as they move into adult life.

### **Curriculum Implementation:**

The topic areas studied throughout the school follow the 'Exploring the World of Faith and Belief in Lambeth,' the 2020 Agreed Syllabus for Religious Education (RE) in the London Borough of Lambeth.

The exciting and challenging curriculum includes visits to religious buildings linked to the religions studies. It is important the pupils are introduced to the sacred objects of the faith as well as artefacts such as posters and books.

The Lambeth Agreed Syllabus requires that during the Foundation Stage, children begin to explore the world of religion in terms of special people, books, times, places and objects. Children listen to, and talk about, stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Throughout Key Stage 1, pupils will explore Christianity and three other principal religions. Through these they learn about different beliefs about God / Ultimate Reality and the world around them. They should encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils should be encouraged to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They should talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Throughout Key Stage 2, pupils will learn about Christianity and all five of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They should make connections between differing aspects of religion and consider the different forms of religious expression.

### **Links with other Curriculum Areas**

R.E. should make links with the whole curriculum where appropriate, whilst ensuring that its integrity as a subject is recognised. Here are *some* suggestions:

#### **Literacy**

- Texts for the literacy hour including non-fiction and faith stories from various cultural and religious traditions
- Identifying moral issues in stories
- Analysing dilemmas faced by characters
- Reading stories from other cultures and compare customs and relationships

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- Investigating lives of religious founders or key historical figures
- Exploring sacred texts
- Writing for a range of purposes
- Discussion and debate

### **Numeracy**

- Pattern and design
- Calendars

### **Science**

- Creation debate
- Environmental issues
- Making choices and decisions

### **History**

- Changes in religious beliefs and attitudes in the past
- Famous people in the past for which religion was an important part of their lives

### **Geography**

- Locality studies
- Environmental issues

### **Art and Design**

- Cultural influence
- Symbolism in religious art

### **P.E. and Dance**

- Dance – culture
- Dance as part of worship

### **Computing**

- Recording information
- Collating and researching information from various sources
- Internet links with faith communities around the world

### **Design and Technology**

- Food for celebrations

### **Curriculum Impact:**

Currently each class teacher carries out formative assessment through marking and observations and summative assessments through end of year reports.

Through assessments the progression of a child's learning is monitored with regard to:

### **KS1**

### **Attainment Target 1: Learning about religion**

Pupils should be taught to:

- Explore a range of religious stories and sacred writings and talk about their meanings;
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.

### **Attainment Target 2: Learning from religion**

Pupils should be taught to:

- Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- Ask and respond imaginatively to puzzling questions, communicating their ideas;
- Identify what matters to them and others, including those with religious commitments, and communicate their responses;
- Reflect on how spiritual and moral values relate to their own behaviour;
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

## **KS2**

### **Attainment Target 1: Learning about religion**

Pupils should be taught to:

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- Identify and begin to describe the similarities and differences within and between religions;
- Investigate the significance of religion in the local, national and global communities;
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- Describe and begin to understand religious and other responses to ultimate and ethical questions;
- Use specialist vocabulary in communicating their knowledge and understanding;
- Use and interpret information about religions from a range of sources.

### **Attainment Target 2: Learning from religion**

Pupils should be taught to:

- Reflect on what it means to belong to a faith community, communicating their own and others' responses;
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;

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- Discuss their own and others' views of religious truth and belief, expressing their own ideas;
- Reflect on ideas of right and wrong and their own and others' responses to them;
- Reflect on sources of inspiration in their own and others' lives.

### **Monitoring and Evaluation**

- An online portfolio is maintained by the subject leader and this includes the RE curriculum intent, implementation and impact.