



Religious Education Policy

1 The Legal Requirements

Religious Education (RE) is a component of the basic curriculum. Our school curriculum, in line with the East Sussex LEA agreed syllabus meets the requirements of the 1988 Education Reform Act, which stipulates that religious education is compulsory for all children –although parents may withdraw their child from all or part of RE if they so wish.

The agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain (Education Act 1996).

2 Aims and Objectives of RE

The religious education curriculum forms part of the school's spiritual, moral and social teaching and enables children to investigate and reflect on some of the most fundamental questions asked by people.

At Chantry Community Primary School, we aim to develop children's knowledge and understanding of the major world faiths and we offer the opportunity to ask questions about the meaning of life and the existence of a divine spirit. Children are encouraged to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding as well as developing an awareness of individual and shared attitudes and beliefs. The children are encouraged to celebrate and understand religious traditions and to appreciate the cultural diversity in Britain today.

The school's PSHE policies is closely linked to the RE policy and through this children learn about spiritual, moral, social and cultural issues. They are encouraged through regular collective worship and class discussions to talk about their feelings, emotions and relationships with others.

Our Ethos

All teaching and learning at Chantry Community Primary School is linked to our school values of **Confident, Caring, Creative**

At Chantry we support children to become:

Aspirational - always striving to be their best

Independent - self -motivated taking responsibility for their own learning

Resilient - never giving up and learning from their mistakes

Respectful - caring for themselves, others and the world around them

Kind - showing care towards others and their feelings

Honest - being truthful to themselves and others

Passionate - being excited about learning

Inspiring - sharing their ideas and being positive role models

Unique - being proud of who they are

2. 1 Our Aims

- To foster the development of positive attitudes in order to encourage pupils to see themselves as an equal, valued and valid part of the school and wider community.
- To awaken and develop an awareness of the spiritual side of life and that this is equally important as the physical and intellectual sides;
- To know and understand the beliefs of others and respect their right to believe and to understand how religious beliefs and practices affect people's lives;
- To discover the significance of commitment to a personal faith and to understand that a religious faith helps some people in considering and coming to terms with basic human questions;
- To examine the questions relating to human existence and purpose;
- To support children to become responsible for their own behaviour and to develop a willingness to act according to moral rules and to regulate their behaviour for the good of another individual or the group;
- To develop a willingness to see that others have a right to a point of view.
- To demonstrate mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

3 How RE is taught.

Our aims in teaching RE are to learn about religious traditions by experiencing and extending children's existing knowledge and understanding. This approach includes visits to places of worship and visits to school by representatives from local faith groups who come into school to talk with the children or share in our collective worship.

We provide opportunities for children to:

- Study the festivals and ceremonies, traditions and rituals that mark the stages of life;
- Link basic religious concepts to practices of everyday living and to examine the role of faith in family life;
- Appreciate the similarities and differences between faiths and to enrich their understanding of religious vocabulary;
- Respond imaginatively to religious ideas and consider the different ways in which individuals may come to a personal faith and commitment;
- Study the beliefs, instructions and organisations of particular faiths;
- Show sensitivity to the feelings, beliefs and actions of others and to explore the idea that caring should come before personal interests;
- Help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth;

- Help children with experiences of encountering change such as death, suffering, inequality and conflict;
- Examine ideas of right and wrong and to discover the importance of silence and reflection;
- Distinguish between religious and other forms of understanding, for example, scientific and historical;
- Reflect on their own experiences and to develop a sense of religious understanding;
- Appreciate the value of their own personal faith/beliefs and have the confidence to be able to discuss them with others.
- Explore artefacts and religious texts.

4 Planning

Our religious education curriculum is planned in accordance with the East Sussex LEA's syllabus. We use the East Sussex Suggested Units of Work as a basis for our planning ensuring that the topics covered in RE build upon prior learning, offering increasing challenge as the children move through the school.

RE is a part of our whole school curriculum, linking into many other subject areas. The RE units are used to inform our planning which outlines the key questions/concepts covered each term during each Key Stage and by each year group. RE is taught for 36 hours per year at Key Stage 1 and for 45 hours per year in Key Stage Two.

The Foundation Stage

In the Foundation Stage, RE is not taught as a distinct curriculum area. Instead it is taught and celebrated through work within PHSED. At this stage, children may begin to explore the world of religion in terms of: special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Religious words may be introduced and children use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. Children are encouraged to use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Key Stage 1

At Key Stage 1, the RE curriculum enables children to explore key concepts, beliefs and teachings, practices and ways of life, and to consider how religion and beliefs are expressed in a variety of ways. It also opens up to children important questions in which they are profoundly interested such as:

What do people believe about God?

Why does Christmas matter to Christians?

Children also begin to consider values and rules in religion and beliefs, and develop their sense of personal identity and belonging.

Key Stage Two

At Key Stage 2, children consider how people's beliefs affect their actions and ways of life. They are encouraged to consider how people's beliefs are expressed in different ways and how these impact on their sense of identity and belonging.

Key Stage 2 RE lessons also connect key beliefs and teachings with important questions of meaning and key values in religions and beliefs such as:

What is a Mosque?

Why do Muslims take off their shoes to worship in the Mosque?

An important aspect of Key Stage 2 RE is helping children to recognise and understand the similarities and differences within and between faiths. Children will also be becoming more aware of the place and relevance of religion in the world today. By the end of Key Stage 2, it is hoped that children can see a fuller picture of religion in the world and how aspects of religion join together to form a coherent whole.

Across both Key stages, in RE lessons children learn about:

- Beliefs, teachings and sources
- Practices and ways of life
- Forms of expression
- Identity and belonging
- Questions of meaning, purpose and truth
- Values and commitments

5 Inclusion

Inclusion is important in the teaching of RE. All children are able to participate in discussion, role play, dance, drama and creative activities as well as visits and talks from visitors.

Individual needs are met by offering open ended tasks which allow for a variety of outcomes and responses. Group work and carefully differentiated resources ensure all pupils including those with additional needs and have the opportunity to contribute their work and ideas at a level which is appropriate for each individual

6 Prevent

All schools have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we already do in school through the RE curriculum will help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Promoting the spiritual, moral, social and cultural development of pupils

7 Assessment

Children demonstrate their ability in religious education in a variety of different ways. Children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning.

Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

8 Monitoring and Evaluation

The Senior Leadership Team and the Head teacher are responsible for providing opportunities for the monitoring of teaching and learning in RE. The Headteacher's role includes the support of colleagues ensuring that they are informed of any changes and current developments to the RE curriculum.

4 Resources

Resources to support work in RE are centrally stored and labelled. These include religious artefacts, photographs, music, books and religious texts.