



Wellsprings School

# Religious Education Policy

March 2023





## Background to Religious Education at our School

Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum. As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. It is this **Somerset Agreed Syllabus of Religious Education** and their Scheme of Work which we have used as the basis of our planning and delivery of RE.

RE is concerned with “learning about religion” and “learning from religion” and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child’s family is respected at all times. (Please refer to the British Values Document). Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from religious education. Teachers may also withdraw from the teaching of RE.

## Intent

**The aims and purposes of Religious Education teaching and learning and how they contribute to our school vision:**

### Values and Aims

RE at our school aims to enable pupils of whatever ability and level of development to:

- 1.1 acquire and develop knowledge and understanding of principal world faiths practiced in Great Britain. These include Christianity, Hinduism, Islam, and Judaism, each of which is represented in Somerset.
- 1.2 develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community.
- 1.3 develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
- 1.4 enhance their own spiritual, moral, social and cultural development.
- 1.5 recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

Attitudes such as respect, care and concern are promoted through all areas of school life. In this way religious education contributes to the whole school ethos.

There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religion and belief, and learning from that experience.

<b>Self-esteem</b>	<b>Curiosity</b>	<b>Fairness</b>	<b>Respect</b>
Recognise their own uniqueness as human beings.	Explore religious ideas through reflection, empathy and imagination.	Listen carefully to the views of others.	Recognize the needs and concerns of others.
Feel confident about their own beliefs and identity and share them without fear of embarrassment or ridicule.	Look beyond surface impressions.	Acknowledge bias in their own views.	Avoid ridiculing others.
Develop a realistic and positive sense of their own religious and spiritual ideas.	Look for answers and seek after truth.	Consider evidence and argument.	Recognize the rights of others to hold their own views.
Become increasingly sensitive to the impact of their ideas and behaviour upon other people.	Search for meanings in life.	Make reasoned judgements about what is worthy of respect and what is not.	Appreciate that people's religious beliefs are often deeply felt.
	Consider the personal relevance of religious questions.		Develop a balanced sense of self-worth and value.

## Implementation

Christianity is taught at both key stages by following Somerset SACRE, the locally agreed syllabus – Awareness, Mystery and Value (AMV) 2019.

In Foundation Stage, Key Stage 1 and Key Stage 2, RE will be planned through programmes of study in Awareness, Mystery and Value (AMV); when appropriate, teachers will adapt the programmes to reflect the needs of the children they are teaching.

At Key Stage 1, children will study aspects of Christianity with one other faith (Hinduism, Islam or Judaism), and at Key Stage 2, Christianity and three other faiths (Hinduism, Islam and Judaism).

Our medium-term plans give details of each unity of work for each term. These are based on the Somerset Agreed Syllabus for RE. The RE Subject Leader keeps and reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat topics.

Allocation of teaching time is in line with the current Somerset guidelines. This is:

Foundation Stage: 36 hours per year.

Key Stage 1: 36 hours per year.

Key Stage 2: 45 hours per year.

These hours may be taught in blocks.

### Teaching

The teaching of RE involves some direct teaching and whole class, group, paired or individual activities. A range of teaching styles is used including enquiry, exploration, discussion, asking and answering question, artefacts, visits and faith visitors, pupils are actively engaged in learning. They also learn through other curriculum areas such as art, music, creative writing and drama.

Our school's teaching of RE will reflect the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teaching and practices of other principal religions represented in Great Britain and around the World.

### Equal Opportunities:

Our RE lessons are fully inclusive. A wide variety of differentiated tasks and activities are undertaken to accommodate all learners.

### Presentation:

Children's learning is recorded in a variety of ways. When appropriate, children use individual RE books which show progress across the years.

- Children's work may be presented in a specific book or kept in loose-leaf folders;
- RE covered through topics is normally put in a topic book;
- Work can be written, drawn or verbal as appropriate;
- Classes share work through displays, photographs and assemblies.

### Impact

#### Assessment

Through activities such as discussion with pupils, marking their work and observing teachers continually find out about their pupils' achievements in RE.

Book scrutiny and class displays also help us to maintain a high profile for the teaching and learning of R.E.

Pupil's progress is tracked throughout the year and analysed annually.

More formal assessment in RE is an area for development.

#### The Role of the RE Co-ordinator

The teaching of RE is coordinated by the subject leader. Other adults/support staff may be used to support learning in small groups or as individuals.

- To co-ordinate Religious Education throughout the school.
- To sustain the building up of Religious Education resources in school.
- To keep abreast of curricular development.

- To develop links.
- To ensure that the Religious Education policy is regularly reviewed and to ensure that the schemes of work provide continuity and progression.
- To monitor the effectiveness of Religious Education.

**Resources:**

Religious Education will be funded from within the school budget plan. When funds become available, a range of religious artefacts, music, photographs and posters are purchased and held centrally. The artefacts cover the main religions: Christianity, Judaism, Islam and Hinduism.

These are as follows:

- Resources for photocopying are stored in the RE cupboard and on the system.
- RE books and artefacts are stored in the RE cupboard.
- Class Bibles are available in each key phase.
- Chromebooks can be used for retrieving of information.
- Visitors

**Review**

**Monitoring Standards of Teaching and Learning in Religious Education**

The effectiveness of the Religious Education Curriculum will be monitored and evaluated in discussion with the Head teacher and Year Group teachers on a regular basis. Teachers are given feedback on how to further improve the opportunities for learners in this area. Monitoring of books also takes place in staff meetings, providing all teachers with opportunities to see good practice and learn from others.

Resources, teaching methods, schemes of work and Inset needs will be identified and priorities for action established as linked with the School Development Plan.

Status	Date
Review	March 2023
Staff	
Full Governing Body	
Revision due	