

# Naunton Park Primary School

## RE Policy

Last review date: October 2021

Next review date: November 2024

## **Contents**

1.0 Introduction and Aims of RE.....	Page 3
2.0 Intent.....	Page 3
3.0 Teaching and Learning Curriculum.....	Page 4
4.0 Planning.....	Page 5
5.0 Impact.....	Page 6
6.0 Resources.....	Page 6
7.0 Equal Opportunities.....	Page 6
8.0 Entitlement.....	Page 7
9.0 Right of Withdrawal.....	Page 7

## **1.0 Introduction and Aims of RE**

Naunton Park Primary School, in accordance with the 2002 Education Act, section 80, provides Religious Education for all pupils as part of a 'broad and balanced curriculum'. Religious Education is part of the 'basic' school curriculum although not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus, in our case, the Gloucestershire Agreed Syllabus 2017-2022. The syllabus asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

*The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

## **2:0 Intent**

The intent of our RE is to:

- 1. Make sense of a range of religious and non-religious beliefs, so that they can:**
  - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
  - explain how and why these beliefs are understood in different ways, by individuals and within communities
  - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2. Understand the impact and significance of religious and non-religious beliefs, so that they can:**
  - examine and explain how and why people express their beliefs in diverse ways
  - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
  - appreciate and appraise the significance of different ways of life and ways of expressing meaning
- 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**
  - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
  - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
    - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

By the end of Key Stage 1 our children will learn to:

- identify core beliefs and concepts studied and give a simple description of what they mean
- give examples of how stories show what people believe (e.g. the meaning behind a festival)
- give clear, simple accounts of what stories and other texts mean to believers
- give examples of how people use stories, texts and teachings to guide their beliefs and actions
- give examples of ways in which believers put their beliefs into practice
- think, talk and ask questions about whether the ideas they have been studying, have something to say to them
- give a good reason for the views they have and the connections they make

By the end of Key Stage 2 our children will learn to:

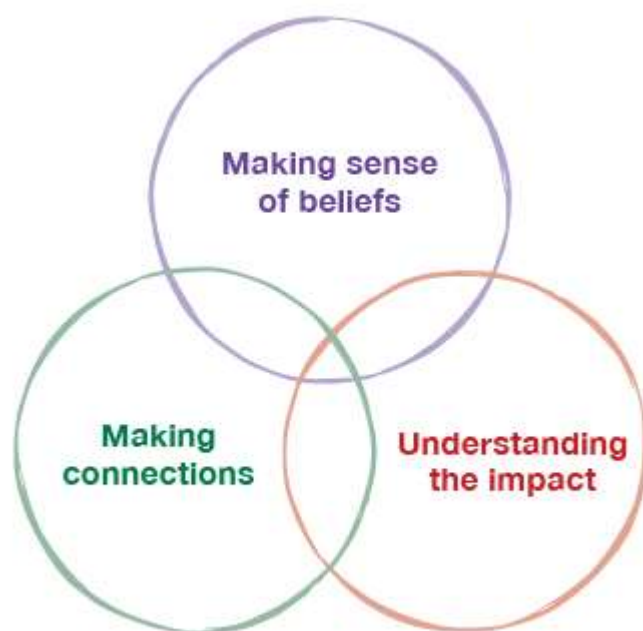
- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
- make clear connections between what people believe and how they live, individually and in communities
- using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently
- consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

### **3:0**

#### **Teaching and Learning Curriculum**

The 2017–2022 syllabus is designed to support schools in developing and delivering excellence in RE.' It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

The teaching and learning approach has three core elements which set the context for exploration of religion and belief:



The agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all year groups. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

<b>4-5s Reception</b>	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.
<b>5-7s Key Stage 1</b>	Christians, Jews and Muslims.	
<b>7-11s Key Stage 2</b>	Christians, Muslims, Hindus and Jews.	
<b>11-14s Key Stage 3</b>	Christians, Muslims, Sikhs and Buddhists.	
<b>14-16s Key Stage 4</b>	Two religions are required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96. <sup>6</sup>	
<b>16-19s RE for all</b>	Religions and worldviews to be selected by schools and colleges as appropriate.	

#### **4.0 Planning**

All teachers plan in accordance with the 'Gloucestershire Agreed Syllabus' which sets the programme of study and statutory requirements of the syllabus. The syllabus is structured around the three aims and the three elements: Making sense of beliefs, Understanding the impact and Making connections. The three aims/elements form the basis of the end of key stage outcomes, and the progressive 'learning outcomes' in each unit of study. Each unit is based around a question found on page 147 of the agreed syllabus. Teachers also use 'Understanding Christianity' to support the Christian units from this framework.

## **5.0 Impact**

**The impact of RE and the progress made by the children will be measured through:**

- Work scrutiny across all year groups and a range of different abilities
- The Subject lead carrying out learning walks whilst RE is being taught
- Monitoring teachers' planning: Are all the units being taught and the three strands of RE planned for?
- Pupil Conferencing: Do they enjoy their lessons? Can they answer the unit question once each topic has been taught? Are they able to recall learning from previous year groups?
- Discussion with staff: Are there any units/parts of RE they are finding difficult to teach? Support can then be given and ideas/resources shared.
- Internal data taken from assessment sheets done at the start and end of each topic
- Displays around the school
- Is the curriculum being enhanced with visits and visitors for the different religions? Are the children being encouraged to think for themselves and apply their knowledge with an enriched curriculum where they are learning RE through different mediums such as writing, drama, art and PE?

Throughout each unit taught, teachers should be aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching and learning.

## **6.0**

### **Resources**

To support the teaching of Christianity the teachers will use the 'Understanding Christianity' resource. The school subscribes to unit topic boxes from the Gloucestershire Library services for Education.

## **7.0 Equal Opportunities**

Religious Education should seek to ensure that it promotes respect, mutual understanding and tolerance for those who adhere to different faiths and those unable to accept a religious faith. Pupils need to recognise, understand and respect diversity of values in order to determine and justify their own religious or secular position. Religious Education alongside other parts of the curriculum should enable and help pupils in their understanding of religion within a multi-cultural context, as well as playing a vital part in dispelling ignorance and promoting religious, cultural and racial understanding. All of these ideals are embodied in the equal opportunities policy.

## **8.0 Entitlement**

RE is legally required for all pupils. RE is a core subject of the curriculum for all pupils. RE is an entitlement for all pupils through their schooling, from Reception year up to and including Key Stage 5. In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE. This is set out in the table below, and based on the most recent national guidance.

<b>4–5s</b>	<b>36 hours of RE</b> (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
<b>5–7s</b>	<b>36 hours of tuition per year</b> (e.g. an hour a week, or less than an hour a week plus a series of RE days)
<b>7–11s</b>	<b>45 hours of tuition per year</b> (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

## **9.0 Right of withdrawal**

A parent of a pupil at a maintained school can request that their child is wholly or partly excused from:

- Receiving RE given in the school in accordance with the school's basic curriculum
- Attendance at religious worship in the school

The school must grant such requests. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.