

The Asfordby Hill School



Religious Education Policy

This Policy Links With: Teaching and learning	
Recommended:	Yes
Statutory:	
Date Reviewed:	Spring 2020
Date of Next Review:	Spring 2023
Committee Responsible for Review:	QEHS
Signature of the Chair of Governors:	

“We may have different religions, different languages, different coloured skin, but we all belong to one human race”

Kofi Annan

Rationale

Religious Education should enable pupils to consider and respond to important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. It contributes educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.

At Asfordby Hill Primary School, RE is taught in accordance with the ‘Leicestershire Religious Literacy for All’ which is the agreed syllabus for Religious Education 2016 – 2021. Our parents have the right to withdraw their children from some or all of the RE Curriculum.

INTENT

To enable all children to:

- investigate the beliefs and practices of religions and other world views
- investigate how religions and other world views address questions of meaning, purpose and value.
- investigate how religions and other world views influence morality, identity and diversity

through three areas of learning

- Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- Expressing (Religious and spiritual forms of expression; questions about identity and diversity)
- Living (Religious practices and ways of living; questions about values and commitments)

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Asfordby Hill Primary and also to their further education and beyond.

IMPLEMENTATION

- We will begin the teaching of religious education in Foundation Stage as the children begin to encounter religions and other world views through learning about special people, stories, times, places and objects-
- As the children move into Key Stage 1 they will build on their earlier work using the Agreed Syllabus as the guidelines for teaching and learning. Teaching and learning will focus around Christianity and Islam, alongside understanding of non-religious approaches to life. Aspects of other faiths will be included as appropriate, such as teaching about specific faiths, rituals and places.
- At Key Stage 2 teaching and learning will be extended to the study of Judaism and Hinduism alongside developing understanding of non-religious approaches to life. Children discover, explore and consider many different answers to questions about human identity, meaning and value. They will be encouraged to think rigorously, imaginatively and respectfully about their ideas in relation to religions and world views.
- At all key stages, strong links will be made with the teaching of English. Stories, plays and poems from the bible and other religious and moral sources will be shared with the children. Other links to National Curriculum subjects will be made wherever possible.
- Religious Education will become a stimulus and a springboard for the development of oracy, writing and art and, as mentioned above, for the development of thinking and reasoning skills.

- On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.
- Through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings and empathy and understanding for others.
- Through their understanding of world religions, children will develop an understanding of and respect for the British society in which they live.
- Children will explore British Values in relation to religions and beliefs and learn about rights and responsibilities, moral, spiritual, social and environmental issues.

Religious Education at Asfordby Hill is taught termly (one topic per term) throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in RE are specifically planned for, with strong links between English and Art lessons identified, planned for and utilised. The local area and the community is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Assessment

Assessments are used to inform teaching in a continuous cycle of planning. Short term assessments are made at the end of each lesson to check pupils' understanding and to help with adjusting planning where necessary. Regular unit assessments are undertaken using the given assessment criteria for each individual unit, a child's outcome will be emerging, expected or exceeding. This information is then used to make a final judgement on the whole year's attainment.

Teaching Religious Education to children with special educational needs.

We teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in RE takes into account the targets set in the children's provision maps.

IMPACT

The teaching and learning of Religious Education will promote excellence and enjoyment. It will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents, carers and family members will be encouraged to be involved in the children's religious education learning. Religious Education will enable children to articulate and develop their own views about religion and world views with confidence, developing understanding and cultivating mutual respect, empathy and tolerance. Religious Education will help equip the children for life in an inclusive society.