

“Learning Today, Leading Tomorrow”



## **Bishops Down Primary School**

[www.bishopsdownprimary.org](http://www.bishopsdownprimary.org)

# **Religious Education Policy**

**Date Agreed: June 2021**

**Date for Review: September 2022**

**Reviewed and updated by: Humanities Team**

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## Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Bishops Down Primary School. It was approved in July 2021 and will be reviewed in September 2022 when the current Kent SACRE syllabus is due for review.

## School Context

Bishops Down serves children between the ages of three and eleven within Tunbridge Wells, Kent. We work to the Kent Agreed Syllabus for RE (2017-2022) and recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils are included in our RE programme. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral, social and cultural elements in particular.

## The Legal Requirements

The 1988 Education Act states that every maintained school must provide a balanced and broadly based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.
  - For all maintained schools this must include religious education according to the locally agreed syllabus.
  - All agreed syllabuses 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.'

Time allocation:

<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)

\*NB RE is compulsory for Reception, KS1 and KS2, it is not compulsory for Nursery age children but can be included at the discretion of the head teacher and governors.

Right to withdraw:

RE is provided for all pupils and is inclusive and broad minded, the new curriculum introduces all main religions from Reception class upwards as well taking into account those who do not hold religious beliefs. However, parents do have the right to withdraw pupils from RE on the grounds that they wish to provide their own religious education; this must be done in agreement with the head teacher.

## The RE Curriculum

### Aims

At Bishops Down Primary School, pupils come from a diversity of ethnic, cultural, religious and linguistic backgrounds. Through the study of religious education, pupils' understanding of the multicultural and multi-faith society that we live in today is promoted and combined with sensitivity to the differences of faith, culture and practice within our school which therefore leads to an atmosphere of tolerance and goodwill to others.

In accordance with the guidance we teach the Kent SACRE RE syllabus and the principle aim of this syllabus is:

'To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own'.

The overall aims enable pupils to:

- **Develop conceptual understanding of religion, religious beliefs and practices** so that they can begin to engage in informed reflection and discussion about religions and religion.
- **Develop an informed appreciation of religions** so that they can explore religions with openness, interest and enjoyment.
- **Value religious and cultural diversity** to enhance their social and cultural development and to contribute to a more just and fair society.
- **Create meaning from their knowledge and understanding of religions** to enhance their spiritual and moral development.
- **Develop an awareness of how religions contribute to society and culture** so that they can make increasingly mature judgements about the world in which they live.
- **Recognise commonality and difference within and between religions** to develop respect, openness and curiosity.
- **Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals** so that they might develop respect for individuals and their right to hold beliefs that are different from their own.

Our objective is that:

- Children will *learn about* religions and religion to ensure that religious education provides breadth and balance in both content and approaches to learning so that they become religiously literate.
- Children will *learn from* religions and religion to ensure that they are able to create meaning, find relevance and develop personally from their engagement with religious education

## **Teaching and Learning**

The Kent SACRE curriculum is split into 3 distinct areas of learning:

**Believing** – children will learn about religious beliefs, teachings, sources of religion, develop questions about meaning, purpose and truth.

**Expressing** – children will learn about religious and spiritual forms of expression and develop questions regarding identity and diversity

**Living** – Children will learn about religious practices and ways of living and develop questions about values and commitments.

The teaching and learning strategies within RE lessons will vary through reading and writing opportunities linked to the English curriculum as well having the opportunity to be creative in its broadest sense, including: thinking; doing; imagining; responding; speaking and listening; problem solving; as well as the creative and expressive arts. Children will have the opportunity to extend their learning through research using books and/or the internet.

Children with Special Educational Needs will access the R.E. study units at their own level by beginning with where the children are and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child.

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking.

We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour.

Scheme of work:

EYFS

<b>Strands:</b>	<b>Foundation Stage: Discovering the world</b>
<b>Believing</b>	F1 Which stories are special and why?
	F2 Which people are special and why?
<b>Expressing</b>	F3 Which places are special and why?
	F4 Which times are special and why?
<b>Living</b>	F5 Where do we belong?
	F6 What is special about our world and why?

KS1 Key Questions

<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		<b>Recommended year group</b>
1.1 Who is a Christian and what do they believe?	<i>It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3</i>	Y1
1.2 Who is a Muslim and what do they believe?		Y2
1.3 Who is Jewish and what do they believe?		Y2
1.4 What can we learn from sacred books? <i>Christians, Muslims and/or Jewish people</i>		Y2
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		
1.5 What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i>		Y1
1.6 How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims</i>		Y1 Y2
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>		
1.7 What does it mean to belong to a faith community? <i>Christians, Muslims and Jewish people</i>		Y1
1.8 How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i>		Y1 or Y2

## KS2 Key Questions

<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	
L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists) (Y5)</i>
L2.2 Why is the Bible so important for Christians today? <b>(Y3)</b>	
L2.3 Why is Jesus inspiring to some people? <b>(Y4)</b>	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) <b>(Y5)</b>
	U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists) (Y6)</i>
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people (Y5)</i>
L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people (Y3 &amp; Y4)</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g. Humanists) (Y6)</i>
L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>	
L2.7 What does it mean to be a Christian in Britain today? <b>(Y3)</b>	U2.6 What does it mean to be a Muslim in Britain today? <b>(Y5)</b>
L2.8 What does it mean to be a Hindu in Britain today? <b>(Y4)</b>	
L2.9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	U2.7 What matters most to Christians and Humanists? <b>(Y6)</b>
	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims (Y6)</i>

## **Assessment**

Assessing RE is an integral part of teaching and learning and central to good practice. It will review the way that pupils demonstrate the knowledge, understanding and skills that they have developed during a particular unit.

Short focused tasks and activities at appropriate stages throughout the unit of work will allow pupils and teachers to reflect on their learning and plan for the next lesson or activity.

On completion of each unit (either 1 or 2 short terms), use of independent open ended tasks will provide opportunities for pupils to demonstrate capability in relation to their work. For each unit and key question there are clear criteria and guidance provided by the scheme to support teachers' judgement on whether a pupil is emerging, expected or exceeding at the required level for their year group.

## **Monitoring and review**

The Humanities team is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the team will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of RE

## **Equality statement**

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping