



Policy for Religious Education

Adopted March 2016, March 2019

Revised June 2022

Next review June 2025

Rationale

At Otley All Saints C.E. Primary School, we are aware of the importance of a broad and balanced understanding of religious and world views.

The 'Believing and Belonging' Agreed Syllabus for Religious Education forms the basis of our teaching from Nursery to Year 6. The syllabus is authorised for use in maintained schools by the Standing Advisory Council for RE (SACRE) for five years from 1st September 2019. The syllabus uses and reflects the Curriculum Framework for RE in England published by the RE Council in 2013. However, it adapts this non-statutory guidance to respond to local needs and experience. We also ensure that it is used in a way that meets the needs of the children in our school.

Our Aims

We want all of our children to be able to explore the possibilities of a spiritual life; learn about the beliefs and practices of religions and other world views; investigate how religions and other world views address questions of meaning, purpose and value; and have opportunities to discuss and reflect on how these might influence morality, identity and diversity.

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It explores the important role that religious and non-religious world views play in all human life. It is an essential area of study to prepare pupils for life in a world where controversy is apparent. It promotes respect and open-mindedness towards others with different beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. It gives children the knowledge and skills to be able to develop an understanding of how the beliefs and cultural practices of the principal religions and world views around us shape the lives of people in our local communities, our country and the wider world.

Ultimately, we would like children to leave our school with a clear understanding of a range of faiths and world views, a sense of respect for them all and the confidence to feel free to choose their own.

The three key aims of study within the syllabus are:

- A. Investigate the beliefs and practices of religions and worldviews;
- B. Investigate how religions and worldviews address questions of meaning, purpose & value;
- C. Investigate how religions and worldviews influence morality, identity and diversity.

Alongside this, we use some of the units from the Church of England's 'Understanding Christianity' resource to help our children gain a greater understanding of the Christian faith

and how this is relevant. The units follow the pattern of: a) making sense of a stimulus (text, photo, song etc), b) making connections between this and the wider world; then c) understanding the impact this has on how Christians might put this into action in the wider world.

In order to enrich our children's learning, we invite visitors from different world faiths to speak to classes and the whole school and take part in school trips to different places of worship.

Objectives

The three key areas of study within the syllabus are:

- A. Investigate the beliefs and practices of religions and worldviews;
- B. Investigate how religions and worldviews address questions of meaning, purpose & value;
- C. Investigate how religions and worldviews influence morality, identity and diversity.

Alongside this, we use some of the 'Understanding Christianity' units to help our children gain a greater understanding of the Christian faith and how this is relevant.

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Foundation Stage

Pupils should encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories from a range of different religions and world views. Pupils should be introduced to subject specific words and use all their senses to encounter beliefs and practices. They should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity.

Key Stage 1

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong, and begin to respond with their own views.

Teaching and learning should be focused around **Christianity** and **Islam**, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

Key Stage 2

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At Key Stage 2, teaching and learning should build on the KS1 focus around **Christianity** and **Islam**, and be extended to the study of **Judaism** and **Sikhism**, alongside developing understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.

Methodology

R.E. should be taught through key questions, enquiry and investigation.

Each unit of work should focus around a key question related to the subject content of the syllabus. Enquiry and investigation of the key question should include at least three elements:

- An analysis of the question;
- A critical investigation of relevant beliefs, practices and ways of life;
- A reasoned and critical response.

Planning and Assessment

Planning will follow The Agreed Syllabus for RE and 'Understanding Christianity' units as set out in our school's RE 'Progression of Skills' document. Assessment will follow the progression ladder set out on pages 91-92 of the Believing and Belonging.

Recording and Reporting

Records of the children's work and achievements are kept by the class teacher and an annual written report is made to parents.

Monitoring

Work in R.E. will be monitored by the subject leader and the headteacher through discussion with staff, scrutiny of planning and children's work and classroom observations.

Resources

We have a range of artefacts available, contacts with people from a range of faiths and worldviews and we organise visits to different places of worship.

Associated Policies

S.E.N. and Inclusion, Collective Worship, Assessment, Recording and Reporting, PSHCE, Care and Control, Positive Behaviour