

Religious Education (RE) Policy



Principal Aim

'RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'

The curriculum for RE at Glenmere Primary School follows the "'Leicestershire Religious Literacy for All" Agreed Syllabus 2016 – 2021' and aims to ensure that all pupils:

- 1. Know about and understand a range of religions and worldviews, so that they can:**
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - Express with increasing discernment their personal reflections and critical responses to questions and teaching about identity diversity, meaning and value, including ethical issues.
 - Appreciate and appraise varied dimensions of religion.

- 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
 - Articulate beliefs, values and commitments clearly in order to explain what they may be important in their own and other people's lives.

Throughout schooling teachers will consider how their teaching contributes towards the principal aim of RE in the local area.

Developing knowledge, skills and attitudes in RE

RE teaching at Glenmere Primary School is intended to develop these skills:

Investigating – in RE this includes abilities such as:

- Asking relevant questions
- Knowing how to use different types of sources as ways of gathering information
- Knowing what may constitute evidence for understanding religion(s).

Reflecting – in RE this includes abilities such as:

- Reflecting on religious beliefs and practices and ultimate questions
- Reflecting upon feelings, relationships, and experiences
- Thinking and speaking carefully about religious and spiritual topics.

Expressing – in RE this includes abilities such as:

- Explaining concepts, rituals and practices
- Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.

Interpreting – in RE this includes abilities such as:

- Drawing meaning from, for example, artefacts, works of art, poetry and symbols
- Interpreting religious language
- Suggesting meanings of religious texts.

Empathising – in RE this includes abilities such as:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and to see issues from their point of view, deepening an understanding of beliefs and practices.

Applying – in RE this includes abilities such as:

- Using RE learning in new situations
- Making associations between religions and individual community, national and international life
- Identifying key religious values and their connections with secular values.

Discerning – in RE this includes abilities such as:

- Developing insight into personal experience and religion
- Exploring the positive and negative aspects of religious and secular beliefs and ways of life
- Relating learning to life
- Making thoughtful judgements about the personal value of religious beliefs and practices

Analysing – in RE this includes abilities such as:

- Distinguishing between opinion, belief and fact
- Distinguishing between the features of different religions
- Recognising similarities and distinctiveness of religious ways of life.

Synthesising – in RE this includes abilities such as:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole
- Making links between religion and human experience, including the pupil's own experience.

Evaluating – in RE this includes abilities such as:

- Debating issues of religious significance with reference to experience, evidence and argument
- Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience
- Drawing conclusions which are balanced, and related to evidence, dialogue and experience.

RE teaching at Glenmere Primary School is intended to develop these attitudes:

- **Curiosity and wonder**
- **Commitment**
- **Fairness**
- **Respect**
- **Self-understanding**
- **Open mindedness**
- **Critical mindedness**
- **Enquiry**

Approaches to teaching Religious Education

In order to make Religious Education a lively, active subject we employ a variety of teaching methods through discussions, recording, active participation, outside visitors, trips, art, music, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities. We use as a basis for our planning the Leicestershire Agreed Syllabus for RE 2016-2021. This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism.

Religious traditions are to be studied in depth as follows:

4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1	Christians and Muslims or Jewish people
7-11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

Glenmere Primary School will endeavour to ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the Leicestershire Agreed Syllabus for RE, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages. In order to deliver the aims and expected standards effectively, the expectation is that there is a minimum of 5 per cent of the curriculum time for RE. This is set out in the table below, and is based on the most recent national guidance.

4-5s Reception	36 hours of RE , e.g. 50 minutes a week or some short sessions implemented through continuous provision
5-7s Key Stage 1	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7-11s Key Stage 2	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Assessment, achievement and attainment

By the end of each key stage, pupils are expected to show that they know, apply and understand the matters, skills and processes specified in the Programmes of Study. The assessment in the Leicestershire Agreed syllabus is related to end of key stage expectations. The key question learning outcomes are expressed in terms of allowing pupils to meet the outcomes first in an emerging form, second by meeting the expectations, and then third by exceeding expectations. Time will be given for pupils to consolidate and embed their learning before moving to the next steps. Teachers will use the learning outcomes for each question when planning learning activities for pupils.

How RE promotes spiritual, moral, social and cultural development

Activities for spiritual development in RE

RE can support this by promoting:

- Self-awareness
- Curiosity
- Collaboration
- Reflection
- Resilience
- Response
- Values
- Appreciation

Activities for moral development in RE

RE is extremely well-suited to exploring social and personal morality in significant ways:

- Valuing others
- Moral character development
- Moral diversity

Activities for social development in RE

In the RE classroom, such social situations may include exploring:

- Shared values
- Idealised concepts
- Moral sources
- Influences

- Social insight
- Role models
- Experiential learning

Activities for cultural development in RE

RE embodies two meanings associated with 'cultural' development. Firstly referring to the pupils' own home culture and background, whether religious or not; and secondly describes our national culture. Some common RE activities will promote children's understanding of communities and cultural groups, including their own, for e.g. exploring food, festivals, music, art and architecture.

RE and British Values

RE can make key educational contributions to pupils' exploration of British Values, and it is the expectation that Glenmere teaching of RE can enable pupils to learn to think for themselves about them by encouraging:

- Mutual tolerance
- Respectful attitudes
- Democracy
- The rule of law
- Individual liberty

Recording RE

RE is to be recording in a class book called 'our journey of faith'. Where children can explore big questions of different religions and record these together.

Resources

Glenmere Primary school has sufficient resources to be able to teach the religious education programmes of study. The resources for religious education are kept in a central store where there is a box of equipment for each religion represented. There is a set of bibles for both key stages and a collection of religious artefacts which are used to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

The Role of the Co-ordinator:

The co-ordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject.

- Evaluates the strengths and weaknesses in RE and indicates areas for further improvement.
- Monitors the progress through the school in RE through regular sampling of the children's work/looking at class books.

The quality of teaching and learning in RE is monitored and evaluated by the Head Teacher as part of the school's cycle of lesson observations.