



RELIGIOUS EDUCATION POLICY

This policy has been considered in line with our vision – ‘Caring, Believing, Achieving’.

At Hatherop C of E Primary School, we are committed to nurturing the individuality of each child in a caring community rich in Christian values. Our vision is that children develop a love for learning in a creative and stimulating environment where they can achieve their full potential.

We believe that Religious Education plays a vital part in the education and development of all the children. It is an important subject, which makes a substantial contribution to the general personal and social development of the children in line with the overall ethos of the school, and has a particular part to play in the spiritual development of all pupils. Through Religious Education we hope all pupils will develop positive attitudes to themselves, other people and the natural world and develop the ability to reflect on spiritual and moral aspects of life.

A high quality religious education curriculum is essential to meet the requirement to teach a broad and balanced curriculum.

Our aims

- to develop knowledge and understanding of the nature of religious beliefs and practices in Christianity and other principal religions
- to enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide
- to develop an understanding in all pupils of the impact of these beliefs and practices on the personal lives of believers
- to enable pupils to know and understand the impact of the major world religions and world views on society, culture and the wider world
- to enable pupils to develop an understanding of the Big Story of the Bible as explained in Understanding Christianity, through attaining a knowledge and understanding texts and making connections with their own special ideas and understanding
- to enable pupils to express their ideas and insights and develop their own spiritual and philosophical ideas
- to encourage respect for those holding different beliefs
- to promote spiritual and moral development
- to make the children aware of the wide ethnic and cultural diversity found in this country and the wider world

VALUES

Our twelve values underpin the life of the whole school community. Those particularly pertinent to the teaching of Religious Education are:

Friendship: all members of the school community are encouraged to offer friendship to one another, regardless of faith or belief

Thankfulness: we are thankful to God for all that we have, and recognise all gifts come from Him

Compassion: we understand that suffering affects all people regardless of faith or belief

Forgiveness: we forgive each other when we make mistakes

Encouragement: we encourage all members of the school community to achieve their potential

Truthfulness: everyone is expected to tell the truth at all times

Respect: we expect members of the school community to respect one another and their property, the wider community and the environment and for those holding different beliefs to our own

Generosity: we are generous with our time and gifts to support and help each other

Trust: we recognise that trust is the basis of all stable relationships and is rooted in truth

Courage: we show courage in times of difficulty

Creativity: we are made in the image of God, and we recognise God as the ultimate Creator

Perseverance: we persevere through tasks and activities

Teaching and Learning

- A weekly RE lesson is planned in each class starting with a period of reflection (eg listening to music/lighting candle etc).
- There is a dedicated time every week for RE. The amount of time allocated to the teaching of RE is in accordance with the Gloucestershire guidelines (36 hours per year in EYFS and Key Stage 1 and 45 hours per year in Key Stage 2).
- Plan lessons using clear objectives and be able to evidence how the objectives link to delivery and content in the classroom.
- Because we are a Church of England school, the learning is focused on overlapping units and these are rooted in Christianity.
- Lessons often include discussions and debates about relevant topics and children are encouraged to listen to and respect the views of others whilst challenging their own views and beliefs.
- Each area of study includes learning about religion and learning from religion. Areas of spiritual, moral, cultural and social development underpin each lesson.
- Spiritual development is encouraged through personal and group reflection, exploring and reflecting on their own and each other's beliefs, values and attitudes, promoting an ethos of respect for self, others and the environment and by introducing a range of vocabulary related to spiritual development.
- Cultural education is an important part of the curriculum, assisting children in making sense of the world around them and understanding why they and others act the way they do.
- Social development within the context of RE involves the consideration of what is of value, including issues of right and wrong, developing an understanding of ideas such as justice, fairness, honesty and truth and exploring the influence of family, friends and the media on moral choices.

- Teachers follow either a two year or three year rolling programme for all three classes which covers the agreed syllabus (see attached programme). Staff use the suggestions for lessons and deliver these in a way which is as lively and stimulating as possible.
- *Understanding Christianity* is used to support pupils by developing their understanding of significant theological concepts.
- Separate units for Harvest, Christmas and Easter are topics for collective worship as well as being incorporated into the rolling programme.
- Pupils learn RE in their mixed age/ability classes.
- The school has a variety of RE resources including books, posters, videos and artefacts for Christianity, Judaism, Islam and Hinduism.
- Visitors are invited into the school to share their beliefs. Members of the local clergy visit the school regularly.
- There are appropriate editions of biblical stories and Bibles in all classrooms.
- We make visits to places of worship as part of the study unit in order to make this learning as real as possible. The local church is visited regularly both as part of learning about the Christian Church and as a place of worship for Harvest, Christmas and Easter celebrations and other occasions.

Children are expected to present work carefully. Work is dated as well as the title before each task and the work marked in line with the school's marking policy.

The Foundation Stage

Religious Education in the Foundation Stage is covered within the Early Years Foundation Stage Framework, in particular within the areas of personal, social and emotional development (PSE) and knowledge and understanding of the world. (KUW). The study of Religious Education helps children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others. Religious Education also enables the children to begin to make sense of their world and their community.

Curriculum planning

The teaching programme is based on the study units found in the Gloucestershire Agreed Syllabus 2017. This entails 4 study units at Foundation Stage, 7 study units at Key Stage 1 and 9 study units at Key Stage 2. These are further subdivided into the 4 main religions. In line with the New Agreed Syllabus, teachers will devote the majority of time to content related to Christianity and include further studies of Judaism and Islam in Key Stage 1 and Judaism, Islam and Hinduism at Key Stage 2.

The rolling programme of units reflects the focus of study for each class and can be seen in the appendix to this policy.

Cross-curricular links

There is considerable overlap of the skills encountered in RE in other curriculum areas.

P.S.H.C.E: There are many areas which are discussed in a circle time format, in particular the interpersonal and social skills of caring and sharing, respect for others and listening to and valuing the opinions and beliefs of others.

Literacy: There are many opportunities in which literacy skills can be used to reinforce the learning in RE, for example: posters, brochures, poetry, prayers, reports and recounts of visits and visiting speakers, explanations of new vocabulary, labelling.

IT: Throughout the school the laptops are used regularly for presentational purposes, or for research at KS2.

Art: Art is often used to illustrate work covered in the units.

Drama: Role-play and drama offer opportunities for reinforcing units of study in an enjoyable and accessible way.

Geography: Links with Geography are made when study units are about different places and people.

History: Links with History are made when studying people from earlier times.

In **Numeracy** the occurrence of amazing patterns and in **Science** the intricacy and beauty of nature and the natural world give scope for the acknowledgement of the wonders of the world.

Assessment

All children receive a written comment on progress in R.E. in the annual report to parents. At the end of each unit covered the class teacher completes a whole class assessment which reflects the focus of the study.

Equal Opportunities

All staff aim to ensure that every child has equal access to a rich and rewarding Religious Education curriculum that is relevant to their experience and needs regardless of their age, gender, race, religion, belief, disability or ability. We make use of a range of learning activities, teaching strategies and resources. Children for whom English is a second language will be supported in their use of English to enable them to participate fully in the curriculum.

Religious Education and Inclusion

At Hatherop C of E Primary School we teach Religious Education to all children, whatever their ability. It is our aim to ensure that every child has equal access to a rich and rewarding curriculum that is relevant to their experience and needs. We provide learning opportunities matched to the needs of children with learning difficulties as well as providing challenging work for the more able children.

When planning teachers identify any specific issues relevant to pupils with special needs or of different faith.

Parents

We recognise the importance of parents as partners; supporting their children to become well rounded individuals. Parents are informed about what and how their children are learning through school letters, parents' evenings, informal meetings when appropriate and an annual report. Any parent or contact with special knowledge appropriate to the topics being studied is welcomed into the school to share their knowledge with the children.

Religious Education subject leader

The main aspects of this role are:

- providing leadership and direction in Religious Education and keeping up to date with new developments and good practice.
- ensuring the Gloucestershire agreed Syllabus is implemented effectively
- working closely with staff, offering guidance, support, leadership and arranging training as appropriate
- managing and updating resources
- monitoring and evaluating the quality of teaching and learning of Religious Education throughout the school
- liaising with other schools, the diocese and the LEA
- co-ordinating the review and updating of the policy when necessary

Description of policy formation and consultation process

This policy outlines the teaching of Religious Education at Hatherop C of E Primary School. The policy has been drawn up as a result of staff discussion and has been approved by the Governing Body in November 2018. The implementation of this policy is the responsibility of all the teaching staff.

This policy was reviewed by the Curriculum Committee in November 2021 and approved by the FGB in November 2021.