

BORROW WOOD PRIMARY SCHOOL

Religious Education Policy



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1: AIMS

1.1 Borrow Wood Primary School uses the Derbyshire Agreed Syllabus for Religious Education (2014-19) to underpin the aims and values of teaching and learning across the school.

Accordingly,

RE supports the aims for education, outlined in the National Curriculum 2013, to:

- ☐ promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- ☐ prepare pupils for the opportunities, responsibilities and experiences of later life.

The Principal aim of RE in Derby City schools is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derby City and the wider community, so as to promote their personal development.

RE enables pupils to achieve this Principal Aim because it:

☐ **provokes challenging questions** about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

☐ **develops pupils' knowledge and understanding** of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.

☐ offers opportunities for **personal reflection** and **spiritual development**.

☐ **enhances pupils' awareness and understanding** of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

☐ **encourages pupils to learn from** different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

☐ **challenges pupils** to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

☐ encourages pupils to **develop their sense of identity and belonging**.

☐ enables them to **flourish** individually within their communities and as citizens in a pluralistic society and global community.

☐ enables pupils to **develop respect for and sensitivity to others**, in particular those whose faiths and beliefs are different from their own.

☐ **promotes discernment** and enables pupils to combat prejudice.

1.2 In pursuit of this aim, religious education in Derbyshire should enable pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom. RE should enhance pupils' spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them
- responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- reflecting on their own beliefs, values and experiences in the light of their study
- developing positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

1.3 There are two attainment targets for RE which reflect these aims concisely:

Attainment Target 1: Learning about religions and beliefs	Attainment Target 2 Learning from religion and belief
<i>Exploring</i>	<i>Responding</i>
Learning about religions and beliefs includes pupils enquiring into the nature of religion, using skills of explanation, interpretation and analysis, identifying and developing an understanding of ultimate questions and ethical issues, using specialist vocabulary with reference to three of the fields of enquiry: <ul style="list-style-type: none"> a) beliefs, teachings and sources b) practices and ways of life c) religious and spiritual ways of expressing meaning 	Learning from religion and belief refers to how pupils reflect on and respond to human experience (including their own) in the light of their learning about religion; develop and use skills of application, interpretation and evaluation of what they learn about religions, communicating their responses, particularly with reference to three of the fields of enquiry: <ul style="list-style-type: none"> d) questions of identity, diversity and belonging e) questions of meaning, purpose and truth f) questions of values and commitments.

(guidance taken from Derby City Religious Education Agreed Syllabus 2014-19

<http://derby.anglican.org/education/wp-content/uploads/2015/07/Derby-City-Agreed-Syllabus-2015-2020-V-19-06-15.pdf>)

1.4 The aims above are also support by our whole school mission statement, in which children are encouraged to work and live by CHOICE :

Challenge, Honesty, Ownership, Inclusion, Care and Excellence

2: THE LEGAL POSITION OF RELIGIOUS EDUCATION

2.1. Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. RE is part of the basic curriculum. It makes contributions to the spiritual, moral, social and cultural development.

RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

2.2. Parents who wish to withdraw their children, because of personal choice or religious affiliations are permitted to do so, once they have made a formal written request to the school, and this has been a

3: TEACHING AND LEARNING

3.1 At Borrow Wood Primary School we use a wide range of teaching and learning strategies to ensure maximum participation and contribution. 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 and to build on their own experiences and extend their knowledge and understanding of religious traditions.

3.2 We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Sometimes grouping children by ability in the room (depending on the task), and setting different tasks for each ability group;
- Providing resources of different complexity, depending on the ability of the child;

3.3 RE can be taught through: Role play and drama; Story telling; Discussion and debate; Topic work; Reflection; Use of visitors; Use of local community; Educational Visits and Research activities.

3.4 Learning to Learn (Metacognition) teaching activities will also be used to enhance the children's participation in their learning.

See <http://www.theteachertoolkit.com/> and Learning to Learn (or Learn 2 Learn.)

4: PLANNING, COVERAGE AND PROGRESSION

4.1 RE is a part of the whole school curriculum. Effective Religious Education requires whole school planning with a need to ensure continuity and progression of knowledge, understanding, concepts, skills and attitudes. Liaison between year groups and key stages is essential.

4.2 We recognise that maintaining high standards in RE requires both sound subject knowledge by the teacher and also the application of a range of strategies to inform teaching and learning. Within RE, teachers will plan to enable pupils to make progress with the following skills; investigation, interpretation, application, reflection, expression, empathy, discernment, analysis, synthesis and evaluation.

4.3 At Key Stage 1 and 2 there is a systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). There is opportunity for smaller religions to be studied as well as atheist and agnostic points of view.

4.4 At the Foundation Stage RE is not taught as a distinct curriculum area. However, many of the early learning goals lead into the two RE attainment targets. Specific ways of linking the early learning goals are shown in the support units. These are in the 2011 Agreed syllabus support units for nursery and reception to adapt and use.

4.5 Breadth of Study

It is important that pupils are taught in depth and in detail about particular religions through each of the Key Stages. In line with the Derbyshire Agreed Syllabus, we have considerable flexibility about which religions are taught at each Key Stage. In line with the Law, RE shall have regard for the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the other principal religions represented in Great Britain. This means that pupils must be taught about Christianity in each Key Stage, and further religions have been chosen for in depth study in KS1 and 2.

4.6 Teachers must follow the Whole School overview to ensure sufficient progression, coverage and coherence of a variety of religions. Please find the link below:

[RE Agreed Syllabus 2017 – 2018 overview.docx](#)

5. ORGANISATION AND TIMINGS:

5.1 We have a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents. Borrow Wood Primary School strives to ensure sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

5.2 There is no single correct way of making appropriate provision for RE as long as the outcomes are met. In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5% of curriculum time for RE.

5.3 This is set out in the table below, and based on the most recent advice in Religious Education in English Schools QCDA, 2010, and Designing the Curriculum, Special Schools and Academies Trust, 2008:

4-5s	36 hours of RE, integrated into learning, e.g. part of Personal, Social and Emotional Development, and Understanding the World.
5-7s:	36 hours of tuition per year (e.g. 50 minutes a week, or an RE week each term where 12+ hours of RE are taught)
7-11s:	45 hours of tuition per year (e.g. an hour a week, or a series of RE days where 45+ hours of RE are taught)

5.4 Important Notes:

- RE is legally required for all pupils. RE is a core subject of the curriculum for all pupils. RE is an entitlement for all pupils through their secondary schooling.
- ♣ RE is different from assembly. Curriculum time for Religious Education is distinct from the time spent on school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice. The times given above are for Religious Education.

♣ Flexible delivery of RE is often good practice: 36 hours per year is the equivalent of one hour per week. This does not mean that RE must be delivered in weekly lessons. An RE themed day, or week of study can complement the regular program of timetabled lessons.

♣ RE should be taught in clearly identifiable time. There is a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of Religious Education. Where creative curriculum planning is used, schools must ensure that RE objectives are clear. In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning.

5.5 RELIGIOUS EDUCATION AND INCLUSION

RE aims to meet the needs of all children in line with the school Inclusion Policy. Planned differentiation and resources will be used which take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an Additional Language (EAL), children with Specific Special Educational Needs and Gifted and Talented pupils.

Please find the link to the school inclusion policy below:

<..\Policies\Current Policies - September 2017\Current Policies September 2017\WORD Versions\BWPS Inclusion Policy Jan 2016.docx>

6. ASSESSMENT, ACHIEVEMENT AND OUTCOMES FOR LEARNING

6.1 Children demonstrate their ability in religious education in a variety of different ways.

Younger children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community.

6.2 Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning.

Written or verbal feedback is given to the child to help guide his or her progress, which children will need to be given time to act upon and make improvements.

Older children are encouraged to make judgements about how they can improve their own work.

6.3 The School's Assessment and Marking policy must be followed.

6.4 Expectations of standards in Religious Education

The Derbyshire Agreed Syllabus sets the standards expected for pupils' work in religious education in the county's schools. These standards are in line with national non-statutory guidance (QCA 2004).

It does this by: a) identifying two attainment targets: AT1 Learning about religions and beliefs, and AT2 Learning from religion and belief b) identifying the knowledge, skills and understanding expected in each key stage. c) providing level descriptions to describe the types and range of performance that pupils working at each level should characteristically demonstrate.

The most recent Department for Education statement on assessment (2013) removes the use of levels in assessment in the National Curriculum, encouraging schools to create their own approaches to formative assessment, to support pupil attainment and progression. However, SACRE recommends the continued use

of levels until a clear, workable alternative is available to help schools to enable pupils to make good progress.

6.5 The levels below should therefore be used as a key indicator in planning for and assessing children's learning:

Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. As well as being used summatively, these level descriptions can be used in assessment for learning.

Attainment Target 1: Learning about religions and beliefs	Attainment Target 2 Learning from religion and belief
<i>Exploring</i>	<i>Responding</i>
Learning about religions and beliefs includes pupils enquiring into the nature of religion, using skills of explanation, interpretation and analysis, identifying and developing an understanding of ultimate questions and ethical issues, using specialist vocabulary with reference to three of the fields of enquiry: a) beliefs, teachings and sources b) practices and ways of life c) religious and spiritual ways of expressing meaning	Learning from religion and belief refers to how pupils reflect on and respond to human experience (including their own) in the light of their learning about religion; develop and use skills of application, interpretation and evaluation of what they learn about religions, communicating their responses, particularly with reference to three of the fields of enquiry: d) questions of identity, diversity and belonging e) questions of meaning, purpose and truth f) questions of values and commitments.

In schools where adequate curriculum time is provided and standards are good, a large proportion of pupils' attainment may be expected to be as follows:

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key Stage 1	1-3	At age 7	2
Key Stage 2	2-5	At age 11	4
Key Stage 3	3-7	At age 14	5/6

Level Descriptors on next page.

<i>Level description</i>	Attainment target 1: Learning about religions and beliefs	Attainment target 2: Learning from religion and belief
<p>Level 1 Recognising and talking about religion</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	<p>Pupils <i>talk about</i></p> <ul style="list-style-type: none"> <i>their own experiences and feelings, in relation to religion and belief</i> <i>what they find interesting or puzzling, in relation to religion and belief</i> <i>what is of value and concern to themselves and to others</i>
<p>Level 2 Retelling stories, identifying religious materials and asking questions</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	<p>Pupils:</p> <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer <i>in relation to matters of right and wrong, recognise their own values and those of others</i>
<p>Level 3 Describing religion and making links to their own experience</p>	<p>Pupils</p> <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	<p>Pupils</p> <ul style="list-style-type: none"> <i>identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief</i> <i>ask important questions about religion and beliefs, making links between their own and others' responses</i> <i>make links between values and commitments, and their own attitudes and behaviour</i>
<p>Level 4 Showing understanding of religion and applying ideas to themselves and others</p>	<p>Pupils</p> <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences make links between them, and describe some similarities and differences both within and between religions describe the impact of religion on people's lives suggest meanings for a range of forms of religious expression 	<p>Pupils</p> <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief apply their ideas to their own and other people's lives, in relation to religion and belief describe what inspires and influences themselves and others in relation to religion and belief
<p>Level 5 Explaining the impact of religion and expressing their own views on religious questions</p>	<p>Pupils</p> <ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities describe why people belong to religions know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions 	<p>Pupils</p> <ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion

7. THE FOUNDATION STAGE AND NURSERY

7.1 Foundation Stage

This Agreed Syllabus sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the Foundation Stage RE are good learning in themselves. These also connect to the EYFS areas of learning. Religious Education in the EYFS is not dependent on what follows in Key Stage 1, but it does establish a platform for future learning.

What do pupils get out of RE in this age group?

RE sits very firmly within the areas of personal, social and emotional development and understanding of the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through playing and exploring, active learning, creating and thinking. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Breadth of study and Key areas of learning Children should be provided with opportunities in RE to:

- listen to and talk about appropriate stories which engage them
- directly experience religion – engage with artefacts, visit places of worship (with a focus on experiences and symbols), listen and respond to visitors from faith communities
- get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer • use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells)
 - make and do – make festive food, role play, dress up, dance
 - have times of quiet and stillness
 - share their own beliefs, ideas and values
 - talk about their ideas and experiences, and develop empathy for others
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live
 - ask questions that are philosophically challenging and to have them taken seriously
- begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community

The Early Learning Goals (2012) are intended to provide the basis for planning, but are not a curriculum themselves. The Religious Education programme of study needs to contribute to what the Early Learning Goals identify as expectations for learning.

The areas of learning in the Early Learning Goals which most closely relate to Religious Education are:
Communication and Language:

- Listening and attention: how children listen, including listening to stories, songs and poems from a range of different communities and religions, responding to what they hear with relevant comments, questions or actions; giving attention to what others say and respond appropriately, while engaged in another activity.

- **Understanding:** how children answer 'how' and 'why' questions about their experiences and in response to stories, experiences or events from different sources.
- **Speaking:** how children express themselves effectively, talking about how they and others show feelings, developing their own narratives and explanations by connecting ideas or events. Personal, Social and Emotional Development
 - **Managing feelings and behaviour:** how children view themselves and others, talking about a positive sense of themselves and others; developing positive relationships and respect; getting on with others by understanding and handling their own feelings as well as recognising the feelings of others; talking about their own and others' behaviour, and its consequences; recognising that some behaviour is unacceptable; working as part of a group or class, understanding and following the rules; developing confidence and keeping going in the face of difficulties in learning.
 - **Self-confidence and self-awareness:** how children show confidence, trying new activities, speaking in a familiar group, taking about their ideas and choosing appropriate resources.
 - **Making relationships:** how children play co-operatively, taking account of one another's ideas; showing sensitivity to others' needs and feelings, and forming positive relationships with adults and other children.
- **Understanding of the World**
 - **People and communities:** talking about past and present events in their own lives and in the lives of family members; knowing that other children don't always enjoy the same things, and being sensitive to this. Knowing about similarities and differences between themselves and others, and among families, communities and traditions. Expressive arts and Design
 - **Being imaginative:** using their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings using a range of media; they respond in a variety of ways to experiences through their senses.

7.2 Nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands on activities and learning are an important part of pupils' learning at this stage. Some ideas for religious education in the nursery can include:

- Creative play, make-believe, role-play, dance and drama;
- Dressing up and acting out scenes from stories, celebrations or festivals;
- Making and eating festival food;
- Talking and listening to each other and hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination;
- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books;
- Seeing pictures, books and video of places of worship and meeting believers in class;
- Listening to religious music;
- Starting to introduce religious terminology;

- Work on nature, growing and life cycles or harvest;
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, birth of a new baby, weddings or the death of a pet;
- Starting to talk about the different ways in which people believe and behave.

8. Resources

8.1. There are sufficient resources for all religious education teaching units in the school.

8.2. The library in school also contain a good selection of religious books

8.3 The Open Centre in Derby can also provide experiences, educational visits and visitors. Please contact them on 01332360737 or contact@derbyopencentre.org

8.4 If you require any additional resources for RE, please inform the school RE leader, who is Sarah Sargison.

9. Monitoring and review

9.1. The coordination and planning of the religious education curriculum are the responsibility of the subject leader, who also:

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

9.2. The quality of teaching and learning in religious education is monitored and evaluated by the Subject leader as part of the school's agreed cycle of monitoring and evaluating.

9.3. This policy will be reviewed at least every two years.