

BUCKLAND PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

Governors' Responsible:	Full Governing Body (FGB)
Policy Originator:	RE Co-ordinator
Next Annual Review Due:	March 2023

Buckland Primary School teaches Religious Education as a part of a broad and balanced curriculum. All pupils receive RE in accordance with the Surrey Agreed Syllabus for Religious Education (2017-2022) and the 1988 Education Reform Act.

OUR AIMS

In keeping with our policies on Equal Opportunities, Teaching and Learning and Special Educational Needs we believe that R.E. contributes to the development of pupils as individuals and as members of society, enabling them to investigate and reflect upon fundamental questions asked by people. Through the local agreed syllabus for RE, children have opportunities to express their own ideas and develop their knowledge and understanding of Christianity, as well as other principle religions, learning to compare the different teachings of other faiths around the world. Children also gain an understanding of people who practice non-religious worldviews and of families with no faith. We believe this now offers a true reflection of the diverse backgrounds of children at Buckland Primary School.

Children are encouraged to learn from, as well as about these religions gaining the opportunity to build upon and compare with what they have learnt previously. Together with the promotion of British Values, R.E. encourages positive attitudes towards the rule of law, the celebration of cultural and religious diversity, democracy, mutual respect and individual liberty. Buckland Primary school follows the Agreed Syllabus for Religious Education in Surrey Schools (2017 - 2022).

KEY OBJECTIVES

To enable pupils to:

- Demonstrate an appreciation of the nature of religion and belief, and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective
- Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions

- Develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues
- Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

CONTENT

The Surrey Agreed Syllabus for Religious Education has two distinct but complementary areas:

- Knowledge and understanding of religion
- Sharing and expressing ideas, beliefs and insights

Knowing and understanding religion (and, as appropriate, non-religious worldviews): offers children opportunities to describe, analyse beliefs, teachings and practices, as well as recognising the diversity which exists within and between religious and non-religious communities and amongst individuals. It also helps children identify, investigate and respond to questions posed, and responses offered by some religions and worldviews (including key texts and teachings of key leaders and key thinkers from different traditions and communities). Children will begin to appreciate the significance and impact of different ways of life and ways of expressing meaning. This area of learning deals specifically with religious content and issues of belief.

Sharing, expressing ideas and insights about the nature, significance and impact of religion and beliefs: allows children flexibility to explain their ideas about how beliefs, practices and their forms of expression influences individuals and communities. To express with increasing discernment their personal reflections and responses to questions and teachings about identify, diversity, meaning and value, including ethical issues. Children begin to appreciate and appraise varied dimensions of religion or belief.

Through these distinct, but complementary areas, children should develop and make progress in skills which enable them to engage seriously with religions and beliefs.

Teaching time equates to 36 hours per year in Key stage 1 and 45 hours per year in key stage 2.

ATTITUDES AND SKILLS

In Religious Education pupils have the opportunity to explore their own attitudes and those of others. This is an important contribution that Religious Education can make in the preparation for adult life.

Positive attitudes to learning, and the beliefs and values of others, which are essential in Religious Education, are:

- Self-awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

Progress in Religious Education is dependent on the development of skills which will enable pupils to understand the concept. Skills that are essential for pupils to learn and make progress are:

- Reflection
- Empathy
- Investigation
- Interpretation
- Evaluation
- Analysis
- Synthesis
- Application
- Expression

Religious Education offers pupils the opportunity to make a positive contribution. This relates to participation in decision making, volunteering and supporting the community and environment, abiding by rules, developing positive relationships, dealing with major life changes and building confidence.

TEACHING APPROACH

At Buckland Primary School the class teacher is recognised as the person responsible for delivering the Religious Education curriculum to our pupils. Teaching and Learning may be through research, listening, sharing, using creative approaches and examining artefacts or through visits; for example, to places of worship as appropriate or through guest speakers from a particular faith group. Any member of a belief community who is engaged in supporting Buckland Primary School with their RE will be expected to adhere to the NATRE (National Association of Teachers of RE) Code of Conduct (from their guidance document 'Religious believers visiting schools'). We use key vocabulary within our teaching and in our displays associated with the religion we are covering, encouraging children to use it themselves and therefore developing their knowledge and understanding within a particular faith or as appropriate within non-religious, non-faith groups. We encourage children to compare and reflect upon their own spiritual, moral, social and cultural views and values relative to the themes and topics covering in the R.E. Curriculum. We expect all pupils to experience the full breadth of our curriculum, but should parents or carers wish to exercise the right of withdrawal for all or part of RE, they should consult the head teacher.

EARLY YEARS FOUNDATION STAGE

Religious Education is taught to all children in all year groups, including those in Reception. As the Reception class follow the Foundation Stage of the National Curriculum, teachers relate the Religious Education aspects of the children's work set out and covered in the Early Learning Goals using a Thematic approach. The children are encouraged to recognise the difference between right and wrong, as well as develop a sense of identity within a multicultural society.

ASSESSMENT

Assessment of R.E. concerns the pupils' skills, knowledge and understanding; what they can do. It will not measure subjective areas such as children's beliefs and behaviours. New level descriptors included in the new syllabus are used to inform teachers' planning and assessment.

RESOURCES

The school is committed to developing a collection of artefacts and other resources related to the different areas of study. The purchasing and updating of the resources is the responsibility of the coordinator.