



Gedney Church End and Lutton St. Nicholas Federated Primary Schools

Policy for the Teaching of Religious Education

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Gedney Church End and Lutton St. Nicholas Federated Primary Schools

Introduction

The teaching of Religious Education is a statutory requirement and this document outlines the purpose, nature and management of RE teaching within our Federation of schools.

Religious Education is concerned with the deep meaning that individuals and groups make of their experience and how this helps them give purpose to their lives. It is concerned with the spiritual, moral, social and cultural development of pupils whilst also preparing them for the opportunities, responsibilities and experiences of adult life.

Religious Education must be provided for all registered pupils in accordance with the Lincolnshire Agreed Syllabus. Parents have a right to withdraw their children from Religious Education lessons.

It is the responsibility of all staff to implement this policy which has been written and agreed in consultation with both staff and governors.

Delivery

All children will be given the opportunity to undertake a balanced programme of topics related to Religious Education. Four key concepts will be taught across both key stages, as follows:

- Celebration
- Religious belief and lifestyle
- The Sacred
- Authority

At the Foundation Stage children will learn about ethnicity. They will be taught to understand that people have different needs, views, cultures and beliefs which need to be treated with respect. They will, in return, expect respect for their needs, views, cultures and beliefs. They will begin to know about their own cultures and beliefs and those of others through stories, videos, discussions, visits to, and visitors from, other cultures.

At Key Stage 1 Religious Education will build on and reinforce the spiritual, moral, social and cultural knowledge gained in the Foundation Stage. Through modular study, children will be taught about world religions. Through visits to the local church and to other places of worship, for example in Peterborough, they will learn about places of worship; through videos and stories they will learn about important people and moral, spiritual, social and cultural issues; through visits to school by people from other cultures pupils will learn the main points about those cultures. Stories will familiarise children with the Bible and other religious books.

At Key Stage 2 a more detailed and specific four-year cycle will build on the knowledge of Key Stage 1. At least half of the teaching will be based on Christianity

with main points from some other religions being introduced. Over a four-year period children will be made aware of the six principal religions in Great Britain (Christianity, Judaism, Hinduism, Islam, Sikhism and Buddhism), with some taught in greater depth.

Each term, the children will receive a variety of teaching methods that may include:

- opportunities for reflection;
- extracting information;
- researching facts;
- responding through artwork, prose, poetry, open and closed questions and discussion providing opportunities to listen and respond to others' opinions and ask their own questions.

Religious Education will be taught as a separate subject and children will usually be taught in normal class groups.

ICT will be used to enhance the teaching and learning of Religious Education. Each year the children will be given opportunities to use ICT for research, communication and response.

All children, including those with special needs, will have equal access to Religious Education when their moral, spiritual, social and cultural development will be encouraged, with opinion and views being sought and valued.

Resources, including books and posters, on all religions will be available for the use of all teachers. The vicar will visit regularly and other visitors will also be welcomed and encouraged.

The Lincolnshire Agreed Syllabus within the Early Years Foundation Stage

During the Early Years Foundation Stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. They listen to and talk about stories, including religious stories. They may be introduced to some religious words and use their senses in exploring religions and beliefs, practices and forms of expression.

The Lincolnshire RE Syllabus gives examples of suggested RE activities as possible good practice but they do not need to be followed formally. Each activity and unit is included to exemplify particular ways in which RE related activities contribute to the Early Learning Goals.

The advisory units are as follows:

Unit Title	Skills and Attributes	Key Concepts
Myself	Recognise and explore their own feelings	Religious beliefs and lifestyles
My Special Things	Understand why some	The Sacred

	things are special or precious	
My Friends	Establish effective relationships with other children and adults	Authority
Special People to Me	Recognise and respond appropriately to key figures in their lives	Authority
Special Times in My Life	Recognise special times in their lives and feel good about themselves	Celebration
Special Times for Me and Others	Recognise and respond to key religious events throughout the year	Celebration Religious beliefs and lifestyle
Our Beautiful World	Explore and respond to the natural world and recognise there are some questions that are difficult to answer	The Sacred
My Life	Appreciate the wonder of birth and development	The Sacred Religious beliefs and lifestyles
Our Living World	Care and respect for living things including plants and animals	The Sacred
Our Special Places	Identify places which are special to themselves and others	The Sacred Religious beliefs and lifestyles
Our Books are Special	Know that books are important sources of information and should be handled with care and respect	Authority The Sacred
My Senses	Respond to key elements in religion using their five senses	Religious beliefs and lifestyles

The Lincolnshire Agreed Syllabus at Key Stage 1

There are 9 units that need to be covered during years 1 and 2, as follows:

Unit Title and Duration	Religion	Key Concepts
Celebrations for Christians (12 hours)	Christianity	Celebration
Celebrations for members of a world religion (12 hours)	One religion from Judaism, Islam, Hinduism, Sikhism or Buddhism	Celebration
Visiting a Christian church	Christianity	Religious beliefs and

(6-12 hours)		lifestyle
What can we find out about the Torah and Bible (6-12 hours)	Christianity and Judaism	Authority
Stories of Authority for Jews and Christians from the Bible (6-12 hours)	Christianity and Judaism	Authority
The Good Earth – Giving Thanks (6-12 hours)	Christianity and at least one other world religion	Celebration Sacred
Belonging to a Christian Community (6-12 hours)	Christian	Religious beliefs and lifestyle
Belonging to a Jewish Community (6-12 hours)	Judaism	Religious beliefs and lifestyle
Talking about God (6-12 hours)	Christianity and one other world religion	Sacred

The Lincolnshire Agreed Syllabus at Key Stage 2

There are 11 units that need to be covered during years 3-6, as follows:

Unit Title and Duration	Religion	Key Concepts
Christian Beliefs and Lifestyle (15 hours)	Christianity	Religious beliefs and lifestyle
Hindu Beliefs and Lifestyle (15 hours)	Hinduism	Religious beliefs and lifestyle
Muslim Beliefs and Lifestyle (15 hours)	Islam	Religious beliefs and lifestyle
Jewish Beliefs and Lifestyle (15 hours)	Judaism	Religious beliefs and lifestyle
Sikh Beliefs and Lifestyle (15 hours)	Sikhism	Religious beliefs and lifestyle
Buddhist Beliefs and Lifestyle (15 hours)	Buddhism	Religious beliefs and lifestyle
Christian Journeys (8-15 hours)	Christianity	Religious beliefs and lifestyle Celebration
Beautiful World? Wonderful God? (8-15 hours)	Christianity and at least one other world religion	The Sacred

Symbols in Worship – at the Cathedral and/or Mosque (8-15 hours)	Christianity Islam	The Sacred
Christmas and Diwali: What can we learn from these celebrations? (8-15 hours)	Christianity Hinduism	Celebration
Religion in the Neighbourhood (8-15 hours)	Christianity and at least one other world religion	Religious beliefs and lifestyle

Assessment and Recording

Assessment will be based on a combination of teacher assessment and pupil self-assessment. Children will be assessed annually and this will be included in the annual report to parents. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

- **Emerging** towards age-related expectations
- **Expected** attainment within age-related expectations
- **Exceeding** age-related expectations

Inclusion and Equal Opportunities

All pupils in the federation, regardless of ability, should have equal access to the Religious Education Syllabus in-line with our Equal Opportunities Policy. All staff recognise the multicultural and multi-faith global community in which we all live therefore they will experience Religious Education from many different cultures. We also recognise the contribution that Religious Education makes to the Unique British Values that all subjects will seek to promote (see below).

The Contribution of Religious Education to the Development of Unique British Values

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21st Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

Religious Education can contribute to the development of these values in the following ways:

- Focusing on the common religious themes of tolerance, respect, freedom of expression, love, care and fellowship
- Understanding how Britain has been influenced by other religions and how Christianity has been adapted to reflect British values through the Church of England
- Promoting tolerance and understanding of different cultures by learning from great religious teachers and leaders
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Visits to places of religious significance including buildings, cathedrals, mosques and temples
- Helping pupils to understand the history of British culture and the important contribution made by different religious groups both now and in the past
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for each other
- Exploring controversial issues including religious intolerance, ignorance, fear of other religions, persecution, freedom of religious expression, non-belief and the tension created between religious and scientific teachings
- How a variety of religious movements over time have promoted a sense of belonging and shared identity within the local, regional, national, continental and international community
- Religion has the capacity to develop children's spiritual awareness and a sense that there are experiences that can take them beyond the here and now

Leadership and Management

Due to the size of the schools within our federation, it is not possible to have a named subject leader for Religious Education. To ensure appropriate and effective leadership and management, all of the staff will make a direct contribution through a rolling 2 year programme that will specifically focus on the following generic aspects of leadership and management:

- Staff Meeting 1: Planning, continuity, progression and standards
- Staff Meeting 2: Resourcing, cross-curricular links
- Staff Meeting 2: Action Planning for the next 2 years

The Head Teacher will be responsible for leading the staff as foundation subjects within the National Curriculum are effectively managed every 2 years. Paperwork will be delegated across the teaching staff team to ensure that all teachers have an opportunity to develop their knowledge and understanding of effective subject leadership.

Monitoring and Evaluation

The Head Teacher and wider teaching staff will monitor the implementation and effectiveness of the policy and syllabus planning. It is expected that significant assessment will take place informally during lessons through discussions and

observations. Teaching staff will be asked to use their assessments to evaluate standards and the effectiveness of the associated schemes of work.

Signed by Head Teacher:

Ratified by Governors: October 2012

Updated: December 2015