




WHERE STARS SHINE

RELIGIOUS

EDUCATION POLICY

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| Policy Lead Committee: | Local Academy Committee | In consultation with: Senior Leadership Team |
| Approved by: |  | Date: 29 th November 2023 |
| Policy Date: Autumn 2023 | Review Date: Autumn 2025 | |
| Review Frequency: 2 Years | | |



1. Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

Severnbanks Primary School is an Academy school. We use the Discovery RE programme as our scheme of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 [untitled \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/364222/RE_in_English_Schools_Non-statutory_guidance_2010.pdf)
- RE: realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

2. UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 1 Everyone under the age of 18 has all the rights in the Convention

ARTICLE 2 The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

ARTICLE 4 Governments must do all they can to fulfil the rights of the child.

ARTICLE 28 Education. The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child, to make higher education available to all on the basis of capacity and to ensure that school discipline is consistent with children's rights and dignity. The State shall engage in international cooperation to implement the right to education.

ARTICLE 29 Education shall aim to develop the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her own cultural identity, language and values, and for the cultural background and values of others.



3. P4C

P4C is embedded in (curriculum subject) through the 4Cs (Creative thinking, Collaborative thinking, Caring thinking and Critical thinking). Pupils are given opportunities to use thinking skills that they have developed in P4C sessions to challenge what they already know and explore more complex ideas further

4. Children with Special Educational Needs

At Severnbanks, we recognise that children with identified SEND needs may have strengths in different areas, therefore we strive for them to be included in all areas of the curriculum. We also acknowledge that children with SEND may need differentiated work or further support appropriate to their specific needs and ability in order for them to take as full a part as possible in all school activities.

5. The aims of our RE, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE we intend that Religious Education will:

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

6. Discovery RE Content

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group.

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Foundation Stage 1/2:

| Discovery Enquiry | Religions studied: |
|---------------------------------|--|
| What makes people special? | Christianity / Judaism |
| What is Christmas | Christianity |
| How do people celebrate? | Islam/Judaism |
| What is Easter? | Christianity |
| What can we learn from stories? | Christianity / Islam / Hinduism /Sikhism |
| What makes people special? | Christianity / Islam / Judaism. |

Year 1:

| Discovery Enquiry | Religions studied: |
|---|-------------------------|
| Does God want Christians to look after the world? | Christianity |
| What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity |
| Was it always easy for Jesus to show friendship? | Christianity |
| Why was Jesus welcomed like a king or celebrity on Palm Sunday? | Christianity |
| Is Shabbat important to Jewish children? | Judaism |
| Are Rosh Hashanah and Yom Kippur important to Jewish children? | Judaism |

Year 2:

| Discovery Enquiry | Religions studied |
|---|-------------------|
| Is it possible to be kind to everyone all of the time? | Christianity |
| Why do Christians believe God gave Jesus to the world? | Christianity |
| How important is it for Jewish people to do what God asks them to do? OR | Judaism |
| Does praying at regular intervals every day help a Muslim in his/her everyday life? | Islam |
| How important is it to Christians that Jesus came back to life after His crucifixion? | Christianity |
| How special is the relationship Jews have with God? OR | Judaism |
| Does going to a Mosque gives Muslims a sense of belonging? | Islam |
| What is the best way for a Jew to show commitment to God? OR | Judaism |
| Does completing Hajj make a person a better Muslim? | Islam |

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Year 3:

| Discovery Enquiry | Religions Studied |
|--|-------------------------|
| Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? OR Does joining the Khalsa make a person a better Sikh? | Hinduism Sikhism |
| Has Christmas lost its true meaning? | Christianity |
| Could Jesus really heal people? Were these miracles or is there some other explanation? | Christianity |
| What is "good" about Good Friday? | Christianity |
| How can Brahman be everywhere and in everything? OR Do Sikhs think it is important to share? | Hinduism Sikhism |
| Would visiting the River Ganges feel special to a non-Hindu? OR What is the best way for a Sikh to show commitment to God? | Hinduism Sikhism |

Year 4:

| Discovery Enquiry | Religions studied |
|--|-------------------------|
| How special relationship is the relationship Jews have with God? OR Is it possible for everyone to be happy? | Judaism Buddhism |
| What is the most significant part of the nativity story for Christians today? | Christianity |
| How important is it for Jewish people to do what God asks them to do? OR Can the Buddha's teachings make the world a better place? | Judaism Buddhism |
| Is forgiveness always possible for Christians? | Christianity |
| What is the best way for a Jew to show commitment to God? OR What is the best way for a Buddhist to lead a good life? | Judaism Buddhism |
| Do people need to go to church to show they are Christians? | Christianity |

Year 5:

| Discovery Enquiry | Religions studied |
|---|-------------------|
| How far would a Sikh go for his/her religion? OR | Sikhism |



| | |
|--|--------------|
| What is the best way for a Hindu to show commitment to God? | Hinduism |
| Is the Christmas story true? | Christianity |
| Are Sikh stories important today? OR | Sikhism |
| How can Brahman be everywhere and in everything? | Hinduism |
| How significant is it for Christians to believe God intend Jesus to die? | Christianity |
| What is the best way for a Sikh to show commitment to God? OR | Sikhism |
| Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives? | Hinduism |
| What is the best way for Christian to show commitment to God? | Christianity |

Year 6:

| Discovery Enquiry | Religions studied |
|--|-------------------|
| What is the best way for a Muslim to show commitment to God? | Islam |
| How significant is it that Mary is Jesus' mother? OR | Christianity |
| Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? | Christianity |
| Is anything ever eternal? | Christianity |
| Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Christianity |
| Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit) | Islam |

7. How is RE organised in this school?

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

8. Differentiation/SEND

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities

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that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

9. Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

10. Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation. Teachers will add assessments to the school data tracking system.

11. Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Discovery RE enquiries give teachers meaningful evidence to cite in reports.



12. Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

13. External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

RE is an important subject in contribution to the schools development as a Rights Respecting School.

External contributors from the community; local clergy, local members/speakers from other religions make a valuable contribution to the RE programme as do visits to places of worship.

14. The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

15. Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme.

- **Parents/carers have the right to withdraw their children from all or part of the Religious Education.**
- **Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child.**



- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs.
- Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.
- As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

16. Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Collective Worship
- Teaching and Learning Policy
- Equalities Policy
- Safeguarding and Child Protection Policy
- SMSC Policy
- British Values
- Prevent Strategy

17. Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

This policy is available on the school website:

www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office.

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