

Upham CE (A) Primary School

Policy for Religious Education (RE)



Approved by Governors – 5 December 2024

Review date – by November 2027

Policy Statement

Upham Primary School is committed to the spiritual, physical, intellectual, emotional, moral and social development of all pupils, across a broad balanced curriculum encompassing RE. Our aim is to develop children's knowledge, awareness, and understanding of the Holy Scriptures and the liturgy and teaching of the established church. As well as to teach our children to show tolerance, understanding and respect towards other faiths and different worldviews.

Our Christian Distinctiveness

The teaching of RE will be rooted in the Christian values of love and care, which form the foundation of our vision. All members of our school are encouraged to value and respect themselves, each other, the wider community and the environment. The school aims to provide a Christian, spiritual foundation which enables the pupils to become confident, independent, aspirational creative learners, who enjoy learning and achieve in all aspects of education. This approach helps prepare pupils and promotes understanding within a diverse multi-religious and multi-secular society. Whilst the individual beliefs of all pupils are respected, these teaching objectives are grounded within a Christian understanding, as informed by the life of Jesus Christ and the teachings of the Bible.

"We learn about what Jesus did and it helps us to want to be like him"
Pupil, Year 4.

The Importance of RE to our Pupils

Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews. As they grow and develop, our pupils will meet, live and work with others who hold different worldviews.

"RE helps you understand and know what other people in world do"
Pupil, Year 3.

Our teachings will prepare pupils for the religious and belief diversity they will encounter, ensuring that there is a strong focus on Christianity.

Tolerance is a particularly important Christian and British Value. The school promotes and encourages age-appropriate discussion and debate with the aim of developing these qualities.

"Understanding a bit about others helps everyone understand and get along better"
Pupil, Year 3.

Whilst all individual opinions and beliefs are respected, the school will always seek to promote the need to love and respect others who hold different views and beliefs.

Objectives

- To promote a spiritual perspective to school life, including the curriculum, of which RE is a part.
- To develop the concepts of self-worth, responsibility for self and others and a sense of community.
- To know and understand Christianity as a living faith rooted in the teachings of the bible.
- To encourage the children to reflect upon the inspiring creation around them (in which we see the nature of God revealed), drawing upon imagination and creativity in their personal responses.
- To make children aware of the signs and symbols of Christianity which pervade literature, art, music and language.
- To develop understanding, empathy and knowledge about other faith communities.
- To foster links with other faith communities in order to develop greater knowledge and understanding through visits, visitors, use of artefacts etc.
- To promote and develop children's capacity for self-reflection, empathy, curiosity, interpretation and analysis.

Teaching and Learning of RE

Religious Education is taught as a separate subject in accordance with the agreed Hampshire syllabus "Living Difference IV". In addition, 'Understanding Christianity' (Church of England Office 2016) www.understandingchristianity.org.uk (Link accessed 17 March 2021) resource materials are used to inform the depth of the enquiry and the planned knowledge to be achieved within the Christianity based units within EYFS, KS1 & 2.

The curriculum of RE offers the opportunity for pupils to obtain substantive knowledge about religious traditions. Understanding how religion is expressed, artefacts of religion and concepts - such as Prayer. This enables the pupils to build a detailed context to understand inter-faith patterns and relationships. The curriculum builds on the pupils' skills of 'Ways of Knowing' or 'how to know' learning about interpretation and religious experiences. This leads to individual personal knowledge of themselves, their beliefs, ideas and attitudes.

A programme of Religious Education topics is covered in a two-year cycle (annually in Class 1). The predominant focus is understanding Christianity, with particular thought and reflection on the Life of Jesus and those festivals celebrated in the Christian tradition, supported by other RE and worship celebratory events throughout the year. Thus, helping the children to connect, critically reflect upon and develop their understanding of religion. The children will also be taught wider world religions with focus on Judaism at Key Stage One and Hinduism and Islam at Key Stage Two. Learning about other religions, especially from Dharmic traditions (e.g. Sikhism, Buddhism, Hinduism), will also supplement some units from EYFS to KS2.

A variety of teaching methods will be used:

- Careful examination of the Christian beliefs about God, heaven, prayer, sharing responsibility etc as portrayed in the Bible.
- Reflection on the life of Jesus and those festivals celebrated in the Christian tradition.
- Visits to places of Worship
- Listening to religious stories
- Explaining religious artefacts
- Visits by members of the faith community
- Making and tasting food
- Reflection on religious signs and symbols and the use of silence
- Role play of religious stories, events and practice
- Art, craft, music, poetry, dance etc
- Using ICT capability in the study of Religious Education and for the presentation of work in Religious Education.

Time Allocation

The time allocation for the teaching of Religious Education is approximately 36 hours per year at Key Stage One and 45 hours per year at Key Stage 2. This is frequently taught in blocked time to enable deep enquiry to take place.

Pupils with Special Educational Needs, Disabilities, Gifted and Talented

At our school, we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. It is expected that teachers modify the provision and take all reasonable steps to meet the needs of those pupils with special educational needs, those with disabilities, those with ability and talents, and those pupils learning English as an additional language.

The Religious Education Curriculum Co-ordinator

The Headteacher assumes the responsibility of RE coordinator so that strategic importance and leadership is given to this subject. The coordinator will:

- Take a lead in policy development
- Ensure progression and continuity in RE throughout the school, through the development of the long-term plan
- Support colleagues in the implementation of the medium-term plans
- Monitor progress in RE.
- Lead and/ or source staff CPD training in order to develop teaching and learning of RE
- Take responsibility for the purchase and organisation of resources for RE.
- Keep up to date with developments in RE and disseminate information to colleagues as appropriate

Resources

Practical RE resources to support classroom learning are located in the staff room and artefacts, books, posters are stored in the resources cupboard in the hall. Further resources can be accessed through Portsmouth Diocese. Staff have access to training to enhance their skills.

Assessment, Recording and Reporting

- Assessment opportunities are identified on the medium-term planning. Assessment grids linked to these criteria and 'Understanding Christianity' planned outcomes are used to record achievement against an age-related expected standard. Achievement beyond this is recorded as 'greater depth within expected standard' and therefore comparable with how assessments are recorded in other subjects.
- Summative assessments are communicated to parents on annual end-of-year reports.

Monitoring

Work in RE is monitored:

The RE Co-ordinator and paired Governor will monitor RE across the school regularly. This will involve collecting samples of work (including photographs) and talking to children.

- To ensure that objectives detailed on the medium-term plans are met
- To ensure standards are high enough
- To ensure appropriate coverage of the whole school curriculum
- Aspects for development are identified and shared with staff

The outcomes are reported to, analysed and discussed by the Governors Curriculum Committee.

Parents right of withdrawal

Parents are entitled to withdraw their children from all, or part of, Religious Education, if they so wish, by informing the Headteacher in writing. The Headteacher will maintain a record of children who have been withdrawn.