



## RELIGIOUS EDUCATION POLICY

**Approved: June 2021**  
**Review Date: June 2024**

### Statement about Religious Education (R.E.)

The new national curriculum framework, implemented in schools from September 2014, states that: "all state schools must teach religious education to pupils at every key stage..."

Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

This is a County Junior school. The Education Acts require that the religious education should be provided according to the "Agreed Syllabus for Religious Education in West Sussex Schools 2015." This document is available in school.

The Governors have agreed to adopt the aims and objectives set out in the West Sussex Agreed Syllabus.

### Curriculum

It is clearly stated in the Agreed syllabus that R.E. in school is concerned with educating children *about* religion and for them to learn *from* religion. It is not concerned with inducting them in a particular faith; this is the responsibility of the family or the faith community. Pupils will learn about Christianity as the main religious tradition in this country but also about the teaching and practices of some of the other principal world religions.

### Aims

We aim to teach religious education so that children may:-

- acquire a knowledge and understanding of the origins, content and development of the Christian religion and of other religions, their traditions and beliefs;
- understand the importance of religious experience and recognise the ways by which these experiences have been interpreted and expressed through a variety of religious traditions;
- appreciate the contribution that religious and spiritual ideas and concepts can make to their personal search for meaning and purpose in life, enabling them to develop their own spiritual values;
- look beyond self and recognise the contribution of religion in the establishment of relationships and responsibilities in the family, among friends, in schools, the community and the world at large;
- explore the consequences of religious belief and experience in the development of personal attitudes.

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**Time allocation for the year:** 38 hours (38 weeks x 1 hr) - 4% of curriculum time

## Roles and Responsibilities

The role of the subject co-ordinator:

- to monitor standards in the subject by looking at planning for different abilities and at samples of work;
- to write the scheme of work and ensure it is being taught by monitoring the medium and short term plans;
- maintain the resources.

The role of the Headteacher:

- to support the Subject co-ordinator;
- to ensure staff have the training needed to provide the subject curriculum;
- to assist the subject co-ordinator in monitoring & maintaining the standards of the subject curriculum.

## To achieve our aims we enable pupils to:

- acquire a more coherent knowledge of the life and teaching of Jesus;
- understand the structure of the Bible and obtain a basic knowledge of its key personalities;
- explore the nature of Christian worship and the use of signs and symbols in expressing religious feelings and beliefs;
- become familiar with different ways of communicating and interpreting religious experience;
- become aware of the importance of the spiritual dimension in their own experience and in the experiences of other individuals and communities;
- acquire a basic understanding of the place of religion in the world and its relevance to personal, social and moral issues.
- have an understanding of the beliefs and practices of other world faiths such as Hinduism in year 4, Judaism in year 5 and Islam in year 6.

## Approach

### *Scheme of work:*

The scheme of work is made up of the long and medium term plans which show how the Programme of Study is being addressed, to ensure continuity and progression.

### *Teaching and Learning*

RE is taught through a combination of classroom work and work linked to assemblies. It is taught mainly through weekly lessons.

The teaching and learning of RE includes the following strategies:

- teacher exposition
- focused group teaching
- discussion and oral work in groups
- using artefacts
- visits and visitors
- individual and group research

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### *Cross curricular links*

The R.E units of work are linked with cross curricular school topics whenever possible e.g Why Moses is significant to the Jews, which is taught as part of the year six topic on the Egyptians. The opportunity is taken to deliver identified areas of R.E through the assemblies. These are carried out by teachers and also by ABC, who run Christian themed assemblies once every half term. Separately identified R.E is found at different times of the year covering Christmas, Easter, Harvest, Advent, Shrove Tuesday etc.

### *Resources*

Teachers use a variety of resources from both inside and outside the classroom and draw on first-hand experience whenever possible. The school aims to buy and maintain RE resources - these are stored in the LaRC. There are a selection of books, artefacts and online resources - a list of which is kept in the subject leader folder on the server. Further resources can be borrowed from the schools' library service or through the County R.E. loan collection (see catalogue in the staffroom)

### *Assessment*

Children's assessment is primarily by the class teacher, who gathers evidence of their attainment through observation, questioning, and evaluation of written work. (see Assessment Policy)

### *Equal Opportunities*

See Equal Opportunities Policy;

In addition we ensure the work being covered is appropriate to pupils who come from any religious background or none.

### *Continuing Professional Development*

As part of our staff development we have a policy to keep staff up to date in this subject through courses, staff meetings, INSET days, year group and individual support by the Co-ordinator.

## **Promoting Pupils' Spiritual, Moral, Social and Cultural Development**

*Religious education provides opportunities for:*

- *spiritual development*, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature and values in human society;
- *moral development*, through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teachings. This enables them to make reasoned and informed judgements on religious and moral issues;
- *social development*, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- *cultural development*, through fostering pupils' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live.

### *Withdrawal from R.E. lessons*

When parents request their child be withdrawn from religious education, parents are interviewed by the Headteacher to clarify the beliefs and practices that they wish their child to be excluded from. If necessary, they will complete different work outside of the classroom.

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