



# Stapeley Broad Lane CE Primary School

## Religious Education (RE) Policy

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### **Aims and Objectives**

We believe, at Stapeley Broad Lane, that RE both supports and strengthens what we aim to do in every aspect of school life. The RE curriculum that we teach reflects our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually.

At Stapeley Broad Lane we develop a sound knowledge and understanding of Christianity and a range of religious and non-religious worldviews.

Specifically, RE at Stapeley Broad Lane aims to enable pupils of whatever ability and level of development to:

1. Acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Christianity, Hinduism, Islam, Judaism and Sikhi faith.
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
3. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions
4. Enhance their own spiritual, moral, cultural and social development by:
  - a. Developing awareness of the fundamental questions of life arising from human experiences, and how religious and non-religious beliefs and practices can relate to them;
  - b. Responding to the fundamental questions line of life in the light of their experience and with reference to religious and non-religious beliefs and practices;
  - c. Reflecting on their own beliefs, values and experiences in the light of their study;
  - d. Expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
5. Recognise the right of people to hold different beliefs within a religiously diverse society.
6. Develop investigative and research skills, gain confidence to ask questions and use a range of media to discover the answers

## **Cheshire East Agreed Syllabus**

At Stapeley Broad Lane we follow the new 2022 Cheshire East Agreed Syllabus for Religious Education supported by learning units from Understanding Christianity and the Chester Diocese.

RE at Stapeley Broad Lane is taught as a discrete subject. The required allocated time is currently

- **Foundation Stage** – By the end of the summer term it is expected that Foundation Stage class will be moving towards the statutory requirement for Key Stage 1
- **Key Stage 1** – the requirement is 36 hours per year
- **Key Stage 2** – the requirement is 45 hours per year

At Stapeley Broad Lane the majority of RE teaching takes place at a set time each week in classrooms.

At Stapeley Broad Lane we meet the requirements of the 1988 Education Reform Act for Religious Education. The Education Reform Act states that Religious Education is compulsory for all children however it does allow parents to withdraw their child from Religious Education classes if they wish to. The use of the right to withdraw should be at the instigation of the parents and it should be clear whether it is from the whole of the subject or specific parts of it. No reasons need to be given.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive.

## **Teaching and Learning**

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, an awareness of prejudice, a growing self-understanding and respecting the rights of others to hold beliefs different from their own by Learning about Religions and Learning from Religion.

The aspects of study set out below are intended to state clearly the distinctive process of learning in Religious Education and provide the basis for planning effective teaching at each Key Stage.

### **1: Engaging Encounter with Religions and Non-religious**

#### **Worldviews. This requires pupils to;**

- Engage in an open and sensitive exploration to religion
- Acquire knowledge of religious belief, practices and values in Christianity and other principle religions and non-religious worldviews represented in Great Britain , eg Baha'I and secular philosophies, eg Humanism
- Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures
- Use skills of interpretation, analysis and explanation

## **2: Reasoned Response to Religions and Non-religious**

### **Worldviews. This requires pupils to;**

- Develop the ability to make reasoned responses and informed judgements about religious and moral issues
- Explore and learn to communicate their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life by;
- Developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them;
- Responding to such questions by relating religious beliefs, practices and values to their own understanding and experiences;
- Reflecting on their own beliefs, values and experiences in the light of their study
- Develop respect for other people their beliefs and life styles
- Develop the skill of evaluation

### **3: Connecting Communities in Religions and Non-religious Worldviews**

- Develop understanding of how and why people put their beliefs into action in many diverse ways.
- Explaining the diversity within and across religious communities/worldviews. Comparing and contrasting the similarities and differences in those communities.
- Explain reasonably their ideas about how beliefs, practices and forms of expression have come to influence individuals and communities.
- Pupils should use the skills of interpretation, analysis, and explanation to engage in an open and sensitive exploration of religious and non-religious worldviews.

## RE SKILLS

Children will engage and respond to religion through the following RE skills that are central to Religious Education. These skills are reflected in the Cheshire Agreed Syllabus, and teachers plan to enable pupils to make progress in the use and application of these skills through each Key Stage

- **Investigation:**
  1. **Gather** information from a variety of sources - the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
  2. **Ask** relevant questions - developing curiosity about life, relationships and the natural world
  3. **Know** what may be appropriate information
- **Interpret:**
  1. **Draw meaning** from artefacts, symbols, stories, works of art and poetry
  2. **Interpret** religious language
  3. **Suggest** meanings of religious texts
- **Reflect:**
  1. **Ponder** on feelings, relationships, experiences ultimate questions, beliefs and practices
  2. **Think and speak** carefully about religious and spiritual topics
- **Empathise:**
  1. **Consider** the thoughts, feelings, experiences, beliefs and values of others
  2. **See** the world through someone else's eyes
  3. **Develop** the power of imagination to identify feelings such as love, forgiveness, sorrow, joy
- **Analyse:**
  1. **Draw out** essential ideas, distinguish between opinion, belief and fact
  2. **Distinguish** between key features of different faiths
  3. **Recognise** similarities and differences
- **Express:**
  1. **Explain** concepts, rituals and practices
  2. **Identify** and **express** matters of deep concern by a variety of means, not only through words
  3. **Respond** to religious issues through a variety of media
- **Apply:**
  1. **Apply** what has been learnt from a religion to a new situation
- **Evaluate:**
  1. **Draw conclusions** by reference to different views and using reason to support own ideas
  2. **Debate** issues of religious significance with reference to experience, evidence and argument

## **Enquiry Led Teaching:**

In light of the findings of the Ofsted subject report in RE, 'Transforming RE' 2010 the teaching of RE at Stapeley Broad Lane takes the focus of enquiry led learning.

This approach to teaching involves the use of key questions which the pupils examine. They devise their own questions and decide where they might look for answers. The enquiry requires students to draw on existing knowledge and to identify their required learning needs. Tasks stimulate curiosity in the students, encouraging them to actively explore and seek out new evidence. There should be opportunity for independent learning.

At Stapeley Broad Lane we have ensured that RE learning is based on a quality stimulus, or by using an overarching **enquiry** led question.

The new Cheshire East agreed syllabus uses six broad themes to create enquiry questions that thread through and connect content from Early Years to Year Six. These sticky threads are:

### **God the world and self**

What do people believe about God, the world and the self?

### **Authority**

Who/what do people follow? Why? How do people interact with sources of authority?

### **Personal Belief**

How do my personal beliefs affect the way life is lived?

### **Marking life's journey**

How does my worldview affect how I mark life's journey?

### **Religious/Non-religious Worldview in the wider world**

How does my worldview relate to the wider world?

### **Belonging**

What does it mean to belong to a Religious/Non-religious community?

## **Interactive Learning:**

RE teaching at Stapeley Broad Lane specifically draws on the following to make the learning interactive:

1. visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
2. role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
3. artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge
4. parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities.

## **Progression and Assessment**

The Cheshire east agreed syllabus (2022) sets out the assessment requirements. There are detailed End of Key Stage Statements for EYFS, KS1 and KS2. The long term planning lists the EKSS for each unit taught to ensure full coverage.

Staff are responsible for updating children's RE attainment on the school's tracker at the end of each term.

Assessment in RE is seen in its broadest sense and is not limited to measurement and testing. Through activities for example, discussion with pupils, group activities, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. At Stapeley Broad Lane we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

School reports are sent home in the summer term of each year when teachers include information about individual children's RE achievement.

### **Presentation**

The children at Stapeley Broad Lane have a specific RE book to work in. The children have a FS & KS1 red RE book that they use during the first three years at school, they then move to a blue KS2 one as they move into Year 3. The books have plain pages and as the units of study promote discussion and group work the RE books should reflect this. It has been discussed with staff that it is to be used for quality pieces of work or assessment pieces during the unit.

Classrooms should also reflect RE work that has been taught over the past term.

### **Cross Curricular Links**

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and a consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Children's skills in speaking and listening and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

### **Monitoring and Evaluation**

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has allocated time, during our curriculum review and evaluation plan, in which to fulfil this role by reviewing samples of children's work and informally discussing topics with the class teacher. This review also involves a discussion of the findings with a link governor.