

# Religious Education Policy



*'Learning for life,  
building a firm foundation'*

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Chair of Governors: David White

Headteacher: Sally Kaminski-Gaze

## **Policy Statement**

Religious Education (RE) is a legal entitlement for all learners and is part of the curriculum. RE supports and intertwines with other areas of the curriculum, especially Personal, Social Health and Citizenship Education, (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC). The approach to teaching RE is positive, respectful, reverential and caring, which reflects the ethos upon which the school is based. In religious education equal respect for all religious viewpoints is of particular importance along with respect for those who do not hold a religious point of view.

The principle aims of religious education are to enable pupils to:

- 1. Know about and understand a range of religions and worldviews, so that they can:**
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2. Express ideas and insights about the impact of religions and worldviews, so that they can:**
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
  - express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
  - appreciate and appraise varied dimensions of religion.
- 3. Gain and deploy the skills required to engage with religions and worldviews, so that they can:**
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Each of these aims contributes to the spiritual, moral, social and cultural education of learners.

## **Strategies**

- RE will be integrated into the curriculum, taking into account the programmes of Study and Early Learning Goals across Key Stages 1 and 2 and Foundation Stage respectively.
- Learners will be taught using the revised 2017-2022 Warwickshire agreed syllabus.
- Learners will explore the fundamental aspects of Christianity through the Understanding Christianity units of work.
- Learners will explore and respond to areas and aspects of different religions and cultures.
- Learners will explore some fundamental aspects of life and will be directed towards the spiritual responses which people make.
- Learners will be introduced to the variety of approaches to common experiences, ideas and issues, and the distinct responses both within and between different traditions.
- Learners are encouraged towards a spiritual awareness through observations, information seeking and analysis.
- Learners are given opportunities to express and respond in a variety of ways including pictorially, in drama, spoken word and written word, photographic images and film.
- Where appropriate and where strong links are made, RE will be taught alongside other subjects.
- A variety of resources, including ICT and use of the local and wider environment will be used to enliven and enhance learning.

## **Special Educational Needs (SEN)**

These learners are positively encouraged to participate in all activities and contribute to discussions. Methods of recording ideas, responses and outcomes will be differentiated according to need, enabling them to achieve.

## **Resources**

- All children will have access to a variety of artefacts and posters and photographs from each of the religions studied available within school.
- Visits to places of worship will be undertaken.
- Visitors from representatives of different faith groups will be invited into school.
- Visitors from members of different Christian denominations will be invited into school.
- ICT will be used to investigate and explore aspects of religious education.
- ICT will provide a range of information sources to enhance learners' knowledge and understanding of religious beliefs, practices and expression.

## **Assessment**

It is a statutory requirement to make judgements on learners' attainment in religious education using the Warwickshire assessment criteria.

In line with reporting requirements for the foundation subjects of the National Curriculum, progress should be reported annually to parents/carers from reception upwards highlighting strengths and development needs. It should concentrate on what has been learned and indicate what the pupil has achieved. It should also say whether any comparison is being made with his or her progress in other subjects, and with previous performance.

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study (emerging, expected and exceeding). All teachers are required to complete an assessment grid at the end of each unit of work.

## **Good Practice**

- Utilises the end of unit learning outcomes as well as the end of Key Stage outcomes when planning for progression.
- Ensures the teaching and learning of worldviews.
- Ensures the inter-related nature of Aspect Three - exploring, reflecting and living.
- Makes 'best-fit' end of key stage judgements