

# Simmondley Policy for Religious Education

## Legal Responsibilities

Since 1944, all schools have been required to teach RE to all pupils on roll, with the exception that parents have the right to withdraw their children from the subject. It is usual, therefore, for children to receive RE as part of their weekly timetable.

## The Purpose of Religious education

In accordance with the Agreed Syllabus we seek to:

- Provoke challenging questions
- Develop pupils' knowledge and understanding of Christianity and other principle religions.
- Offer opportunities for personal reflection and spiritual development.
- Enhance pupils' awareness and understanding of religious beliefs.
- Encourage pupils to learn from different religions, beliefs, values and traditions whilst exploring their own beliefs and questions of meaning.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate lessons of truth, belief, faith, and ethics and to communicate their responses.
- Encourage pupils to develop their sense of identity and belonging.
- Enable them to flourish within their communities and as citizens of the global community.
- Enable pupils to develop respect for and sensitivity to others.
- Promote discernment and enable pupils to combat prejudice.

RE supports the aim for education, outlined in the National Curriculum 2014 to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils for opportunities, responsibilities and experiences of later life.

## The Aims of Religious Education

- The Principal aim in RE in Derbyshire schools is to enable pupils to participate in an ongoing search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.<sup>1</sup>

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<sup>1</sup> Derbyshire Agreed Syllabus for Religious Education 2014-2019

- Acquire and develop knowledge and understanding of Christianity and other principal religions in the UK.

- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally.
- Develop the ability to make reasoned and informed judgements about religions and moral issues, with reference to the teachings of the principal religions represented in the UK.
- Enhance spiritual, moral, social and cultural development.
- Reflect on their own beliefs, values and experiences.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

## Agreed Syllabus 2014-19

The school follows the curriculum as set out in the Derbyshire agreed Syllabus. The principal aim is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to, promote their personal development.

This contains three main strands to be studied in RE, these are

- Believing
- Expressing
- Living

## Objectives

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 respect for the rights of others to hold beliefs different from their own by Learning about Religions and Learning from Religion. These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

### **AT1 learning about religions**

This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.

### **AT2 Learning from religions**

This includes exploring and responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality.

## **Religions to be studied**

In accordance with the agreed syllabus, we study Christianity and other main religions as represented in the UK.

Foundation stage and key stage 1- Two religions, Christianity and one other

Key stage 2- Three religions, Christianity and two others

## Curriculum time for Religious Education

In order to deliver the aims and expected standards effectively, the expectation is that there is a minimum allocation of 5% of curriculum time for RE.

KS1 36 hours per year

KS2 45 hours per year

Flexible delivery of RE is often good practice. 36 hours per year is the equivalent of one hour per week. This does not mean that RE must be delivered in weekly lessons. An RE themed day, or week of study can compliment the regular program of timetabled lessons.

## Collective Worship

RE is allocated time that is distinct from the time set aside for collective worship. Children will also gain knowledge and understanding through assemblies held each day.

## Programme of study

The agreed syllabus has a programme for foundation, key stage one and key stage two. Our programme of study uses a mixed age approach, so that children in mixed aged classes work together. It is our intention that all children will complete all aspects of the programme as they reach the end of each key stage.

## Teaching of RE

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches:

- Open questioning
- Thinking skills
- Discussion
- Expressive arts and creativity for learning
- Visits and visitors
- Practical approaches
- Opportunities for cross curricular activities

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration and discussion. Opportunities will be provided for children to ask and answer questions. The use of drama and role play are very effective too. The use of a range of sources including ICT, works of art, visits and visitors. Across the curriculum we strive for “quality first teaching”, including in RE. Differentiation is used appropriately in order to ensure that children of all abilities including those with special needs make good progress and enjoy their RE experiences.

## Pupil achievement/ assessment

The Derbyshire Agreed Syllabus sets the standards expected for pupils’ work in RE in the county’s schools. It provides an eight level scale for assessment. The standards are in line with national non-statutory guidance (QCA 2004) It does this by:

- a) identifying two attainment targets: AT1 Learning about religions and beliefs, and AT2 Learning from religion and belief
- b) Identifying the knowledge, skills and understanding expected in each key stage.
- c) Providing level descriptors to describe the types and range of performance that pupils working at each level should characteristically demonstrate.

The most recent Department of Education statement on assessment (2013) removes the use of levels in assessment in the National Curriculum, encouraging schools to create their own approaches to formative assessment, to support pupil attainment and progression.

SACRE recommends the continued use of levels until a clear, workable alternative is available.

## **Monitoring of RE**

This will be carried out by the co-ordinator. Information will be gathered using a variety of Serfs. This could include pupil interviews, looking at conditions for learning and book scrutiny.

## **Contribution of RE to teaching in other curriculum areas**

We have developed a creative, thematic approach to the curriculum with links across and between subjects. There is a two year rolling programme of topics encompassing National curriculum programmes of study. Re is taught as part of the thematic approach and also as discrete units of work. RE contributes significantly to the teaching of literacy by actively promoting the skills of speaking and listening, reading and writing .We encourage pupils to discuss their thoughts and express themselves clearly and with confidence.

Through our RE lessons we teach pupils about the values and beliefs that underpin individual choices about behaviour. We cover a number of ethical issues/dilemmas which are also addressed as part of our PSHE curriculum, thereby promoting tolerance and understanding. These areas support the development of our children's understanding of British values and British citizenship. ICT and technology are used as appropriate to enhance the learning and teaching of RE.

This policy was approved by the Governing Body in September 2017

To be reviewed annually.