

# Religious Education Policy

## Thorntree Academy



**2020-2021**

<b>Approved by:</b>	Governing Body	<b>Date:</b> October 2020
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## 1. Religious Education Intent, Aims and Objectives

RE in Thorntree should provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. RE should celebrate culture and diversity and should prepare our children for life in modern day Britain so that they can make a positive contribution. Pupils will learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different viewpoints. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their own ideas, values and identities.

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Thorntree Primary School. It relates to all pupils, staff, parents and governors. The implementation of this policy is the responsibility of all the teaching staff.

Our programme for R.E. follows the guidelines set down in the local agreed syllabus for Middlesbrough 2020 – 2025.

### 1.1 Aims

Our aims are taken from the Middlesbrough agreed syllabus and should help pupils to:

- To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- To provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- To develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- To enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- To enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- To encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Religious Education must be concerned with the development of skills and the promotion of attitudes alongside knowledge, understanding and experience.

Skills to be developed include investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application and expression.

Attitudes to be promoted include commitment, fairness, respect, self understanding and enquiry.

## 1.2 Objectives

The underlying structure of this agreed Middlesbrough syllabus 2014 – 2015 organises the themes for each key stage into three strands:

Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

Expressing – Religious and spiritual forms of expression; questions about identify and diversity.

Living – Religious practises and ways of living; questions about values and commitments.

## 1.3 Strands

Each learning outcome is labelled indicating either A, B or C, depending on whether the outcome is:

A) Knowing and understanding B) Expressing or C) gaining and using skills.

See below for more detail.

This agreed syllabus allows teachers the flexibility to plan their own units to suit their context. When doing so, they need to ensure that each unit includes two of the fields of enquiry as set out below. This is to ensure that a school's RE curriculum is sufficiently broad and balanced.

### Reception (Foundation Stage 2): themes and activities for Religious Education

Focus faiths: Christianity and aspects of other religions

During the foundation stage, children begin to explore the world of religion in terms of special people, stories, times, places and objects and by visiting places of worship.

During Key Stage 1 children should develop knowledge, skills and understanding through the following religions, themes, experiences and opportunities: Religions and beliefs

1. Christianity
2. Judaism

In addition to the above statutory requirement schools should take into account learners' beliefs, viewpoints and ideas.

Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.

During Key Stage 2 pupils should develop knowledge, skills and understanding through the following religions, themes, experiences and opportunities: Religions and beliefs

1. Christianity
2. Hinduism,

Islam and Sikhism. In addition to the above statutory requirements schools should take into account learners' beliefs, viewpoints and ideas. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.

## 2. Teaching and assessment

A variety of teaching and learning strategies will be used in R.E. including visits to places of worship, visiting speakers, artwork, written work, handling religious artefacts, videos, role play, displays etc. Successful completion of learning activities will provide teachers with evidence which can be used for assessment purposes.

Assessment may take the form of observation, monitoring and evaluation of children's writing, paintings, drawings, discussions and models. Assessment within RE will follow the guidance of the agreed syllabus for Middlesbrough 2014 – 2015 to come inline with the requirements specified within the new framework in schools. This will be reviewed annually.

## 3. Roles and Responsibilities

### 3.1 Role of the Head Teacher

The Head Teacher takes overall responsibility for the implementation of the Middlesbrough agreed syllabus. Ensures that the correct time is allocated to R.E. staff receive training and the Governors are aware of R.E in school.

### 3.2 Role of the R.E. Coordinator

The Coordinator, together with the Head Teacher, has a general responsibility for supporting other members of staff in the implementation of this policy. The coordinator is also responsible for identifying and providing:

- Monitoring of lessons and planning within RE
- Good quality resources
- Any in- service training which may be required
- Reviewed and up to date policy
- Ensuring progression across the school
- Guidance on assessment
- Invites visitors and arranges visits

## 4. Time Allocation

R.E. will be given 5% of the timetable, equivalent to 36 hours a year in Key Stage 1 and 45 hours a year in Key Stage 2.

## 5. Cross curricular links

Religious Education can make a positive contribution to many areas of the school curriculum. It has always had strong connection with the arts and therefore it fits naturally with subjects such as Music, Drama and Dance. It also provides the opportunity to discuss questions of value and purpose which may arise as a result of Science work. It can enhance English through using the texts available through the R.E. curriculum.

## 6. Equal opportunities

Religious Education provides an excellent opportunity to address issues related to equal opportunities, especially race and gender.

### 7. Foundation Stage

Religious education is not a legal requirement at the Nursery stage but we aim to give children a range of opportunities to contribute to their emotional and spiritual development in line with the Early Learning goals for PSHE, Creative development and Knowledge and understanding of the world.

### 8. Resources

We have a wide variety of resources;

- religious artefacts, housed in boxes specific to each religion
- religious clothes
- Teacher's reference books and children's reference books
- Story books
- Posters, photos, videos and slides
- Visits, visitors ( including parents who can share aspects of their faith with the children)

### 9. Special Needs

Careful attention needs to be to pupils who have special needs across the curriculum and to those who have special needs in R.E.

This group will include the many children who live in entirely secular environments where values may be at odds with the wider culture in which they live.

It is important to give the children experiences through many practical activities including visits and visitors. An emphasis should be placed on learning through visual, aural and tactile means and expressing that learning through non-verbal and creative media.

In addition to this the needs of the more able children need to be considered and children challenged appropriately within RE.

### 10. Evaluation/ review

This policy is a practical working document for the teaching and learning of RE throughout school. It is therefore subject to regular review in the light of experience, monitoring and changes to national guidance.

September 2020