



# **Religious Education Policy**

**Reviewed by SSB Board on 7<sup>th</sup> November 2022**

**Review Period                      Annually**

**Next Review Due                      November 2023**

*This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

## Religious Education Policy

***‘Education should develop your personality and talents to the full. It should encourage you to show respect for human rights, to respect your parents, your own and other cultures, and the environment.’***

Article 29 United Nations Convention on the Rights of the Child

### **Parley First School is a “Rights Respecting” School**

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject, however the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.’

#### **Statement of Philosophy**

Through the study of different faiths and beliefs, using an enquiring and reflective approach, children are encouraged to develop their own ideas, attitudes and values in a positive and respectful way in order to become more aware of the cultural and spiritual diversity of the world around them.

#### **Aims**

- To develop a knowledge and understanding of a range of faiths and their impact on our local community, and on our society today
- To develop a sense of respect for religious traditions, beliefs and practice.
- To grow in their spiritual development
- To develop a sense of awe, wonder and mystery
- To develop skills and attitudes which will support their personal, moral, social and cultural development
- To explore some questions of meaning and consider how the world’s religions have responded to them.
- To think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

#### **Community Cohesion**

RE makes an important contribution to a school’s duty to promote community cohesion. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the following four levels:

- the school community
- the community within which the school is located
- the UK community
- the global community

## **Personal Development and well-being**

RE plays an important role in preparing pupils for adult life, employment and life-long learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

## **Spiritual, moral, social and cultural development**

Section 78(1) of the 2002 Education Act states that, all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

## **Approaches to the teaching of RE**

In order to make religious education a lively, active subject we employ a variety of teaching methods including class and group discussion, art, music, outdoor learning, the development of thinking skills, drama, the use of artefacts, pictures and stories.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

We use as a basis for our planning the Twinkl Planit scheme of work to ensure a broad range of religions are taught.

In accordance with the structure of the locally agreed syllabus we have agreed that

- at KS1 pupils' study focuses on themes including caring for other, relationships and rituals.
- at KS2 pupils learn about specific religions in more depth building on the information they have learnt in KS1.

## **Resources**

Resource boxes containing artefacts, books, posters and DVDs for each of the main faiths taught at Parley First School are available for all class teachers to use when required.

There are teaching slides available for staff to use and adapt as they see fit to support their teaching, teacher guides to improve knowledge of the subject and printable resources to use in class such as word banks, images and vocabulary cards.

## **Assessment and monitoring of RE**

In line with the school policy on assessment and monitoring it is expected that each teacher will be responsible for the regular assessment of his or her pupils. A formative assessment approach is taken, with a move away from formalised levelling, and this is reported in the annual report.

The subject leader will monitor RE within the school through looking at year group planning, children's work and discussions with children.

### **Links with PSHE**

There is a strong link between RE and our PSHE curriculum. We follow the Jigsaw PSHE Scheme, which also develops the spiritual, moral, social and cultural aspects of our learning, and teaches respect and tolerance towards others. The two subjects work side by side to enable children to recognise their own self-worth, understand that people have a variety of beliefs and traditions, to reflect on questions about the world, and to become responsible citizens in the local and wider community.

### **SEN provision**

Teachers will provide opportunities for all children, regardless of ability, to access all or part of the RE curriculum. Where children cannot participate in class discussions or formal activities, they will be encouraged to develop tolerance and positive behaviour towards others within their learning activities with 1:1 Teaching Assistants.

### **The right of withdrawal from RE**

At Parley First school we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PSHE. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at Parley.