



Religious Education Policy

It is a requirement of The Education Reform Act of 1988 that Religious Education is taught as part of the basic curriculum. Great Orton Primary School provides Religious Education for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus (in our case the Cumbria Agreed Syllabus 2017). We must stress that Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects. We teach Religious Education according to the aims of the Cumbria Agreed Syllabus and it is clearly stated that Religious Education should not attempt to alter a child's own beliefs but to provide a knowledge of their own and other's beliefs.

Aims:

The aims of RE are to enable young people to be:

A. **INFORMED** 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.

B. **EXPRESSIVE** Express ideas and insights about the nature, significance and 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 with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including spiritual and ethical issues;
- Appreciate and appraise varied dimensions of religion or a worldview.

C. ENQUIRING AND REFLECTIVE Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- 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's lives.

Planning and Delivery:

Long-term plans have been developed using exemplar plans from Cumbria County Council's website and links are made to other subjects wherever possible. For the purpose of this syllabus the five principal religions, other than Christianity, are divided into: Group A - Judaism and Islam and Group B - Hinduism, Buddhism and Sikhism. At Great Orton, KS1 are taught about Buddhism and Christianity which is continued in KS2 along with Islam. Other aspects of religions and world views are also included.

The children in the Foundation Stage are taught RE through the area of Knowledge and Understanding of The World.

In KS1 and KS2 R.E. is taught discreetly for a minimum of 1 hour per week (as required in the Cumbria Agreed Syllabus 2017).

(Collective Worship is separate to the teaching of RE though strands of Collective Worship may be used to enhance the RE curriculum. See Collective Worship Policy).

Enquiry is integral to the process of teaching and learning in R.E. so pupils are encouraged and challenged to question and be curious about the meaning, purpose and value of life.

Concepts

Concepts are ideas which are used to interpret human experience and make sense of the world. Concepts arise from perception; perception is conceptually constrained.

When introducing concepts to pupils in RE it is useful to consider 3 groups of concepts:

1. Concepts common to all e.g. remembering, celebration, forgiveness, justice, generosity, gratitude, patience.
2. Concepts shared by many religions e.g. God, worship, faith, sacred, compassion, service, pilgrimage.
3. Concepts distinctive to particular religions e.g. dukkha, trinity, tawheed, khalsa, moksha etc.

S.M.S.C:

RE plays a key role in the promotion of spiritual, moral, social and cultural development in schools.

RE contributes to the spiritual development of pupils by:

- Exploring powerful questions of meaning and truth;
- Understanding the importance of feelings, emotions and experiences in religious belief and practice;
- Considering the value, purpose and dignity of human beings;
- Reflecting on who and what matters in life in order to develop their own views and ideas on religious and spiritual issues;
- Considering how religions and beliefs express key ideas and experiences;

RE contributes to the moral development of pupils by:

- Reflecting on key values and ethics within religions and beliefs;
- Considering influences on moral choices and ethical decision making;
- Reflecting on what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice;
- Considering the importance of rights and responsibilities and developing a sense of conscience and responsibility.

RE contributes to the social development of pupils by:

- Studying a range of social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them;

- Reflecting on how religions and beliefs lead to particular actions and concerns.

RE contributes to the cultural development of pupils by:

- Promoting cultural understanding from a religious perspective through encounters with people, literature, the arts and resources from differing cultures;
- Considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices;
- Promoting inter-cultural understanding by encouraging pupils to question their own cultural pre-suppositions.

British Values:

Since 2014, schools are legally required to promote British Values. Concepts that support the teaching of British values regularly occur in RE.

Democracy: Through discussion in RE pupils can realise the significance of each person's ideas and experiences. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy - as does examining the concept of responsibility to share our voice and influence for the well-being of others.

The rule of law: In RE, pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They can consider the value of the rule of law, where all people are equal before the law.

Individual liberty: In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live free from constraints. Within RE, pupils can develop an understanding of themselves as situated in a particular cultural context by considering the cultural norms, rules, desires and pressures which restrain them, but also by considering the ways that they are free.

Mutual Tolerance: Learning about different ways of life and beliefs requires an understanding of difference. Quality RE teaching helps pupils to move beyond tolerance towards an increasing respect and the celebration of diversity. This should include hosting visitors and paying visits to places of worship and places of religious or spiritual significance.

Respectful attitudes: In the RE curriculum, mutual respect between those of different beliefs is developed, promoting an understanding of what society gains from diversity. Recognition and celebration of human diversity can flourish where pupils understand different faiths and beliefs, and are actively encouraged to be broad-minded and open hearted. Pupils should learn to disagree respectfully and teachers should challenge their choice of language when necessary.

Assessment

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

The Cumbria Agreed Syllabus states that:

“The statements in the progression grid (Pages 10-11) provide the basis on which to make judgements about pupils’ performance at the end of KS1, 2 and 3. At KS 3 and 4, national levels are often the means of assessing attainment - where this does not apply the progression statements could be used.

Cumbrian schools should report to parents on pupils’ progress and attainment in RE at the end of each year”.

Resources

A variety of resources will be used when appropriate, namely: books, artefacts, posters, videos, slides and people from local faith traditions.

Withdrawal from Religious Education

Parents may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject however, we hope that all parents and teachers would feel comfortable with the type of Religious Education being taught at Great Orton.

Date: May 2019

Review Date: May 2021

Signed: C. Thomson (R.E. Co-ordinator)

Signed: L Thorp (Chair of Governors)

Adopted by The Governing Body on 10th June 2019