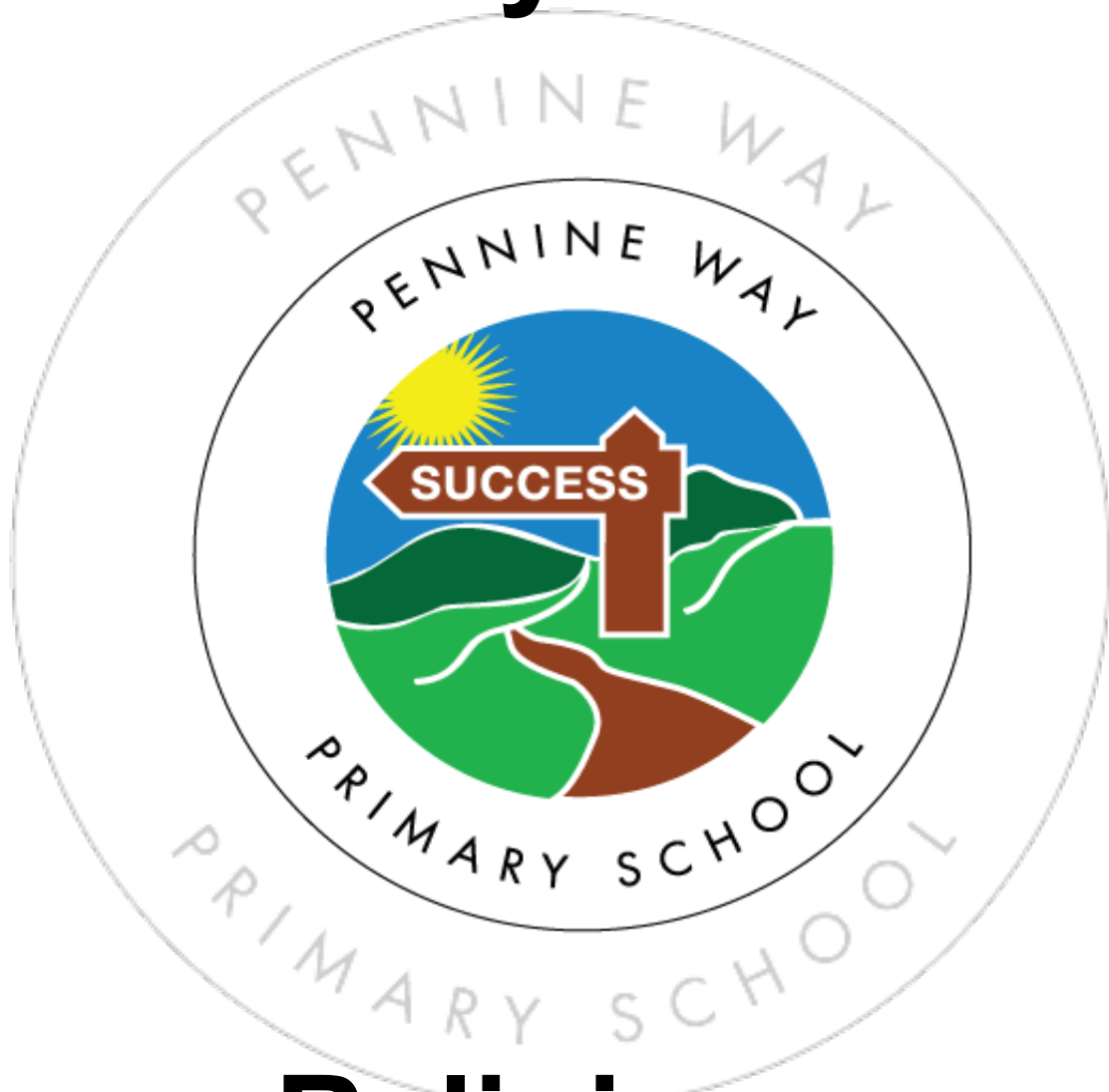


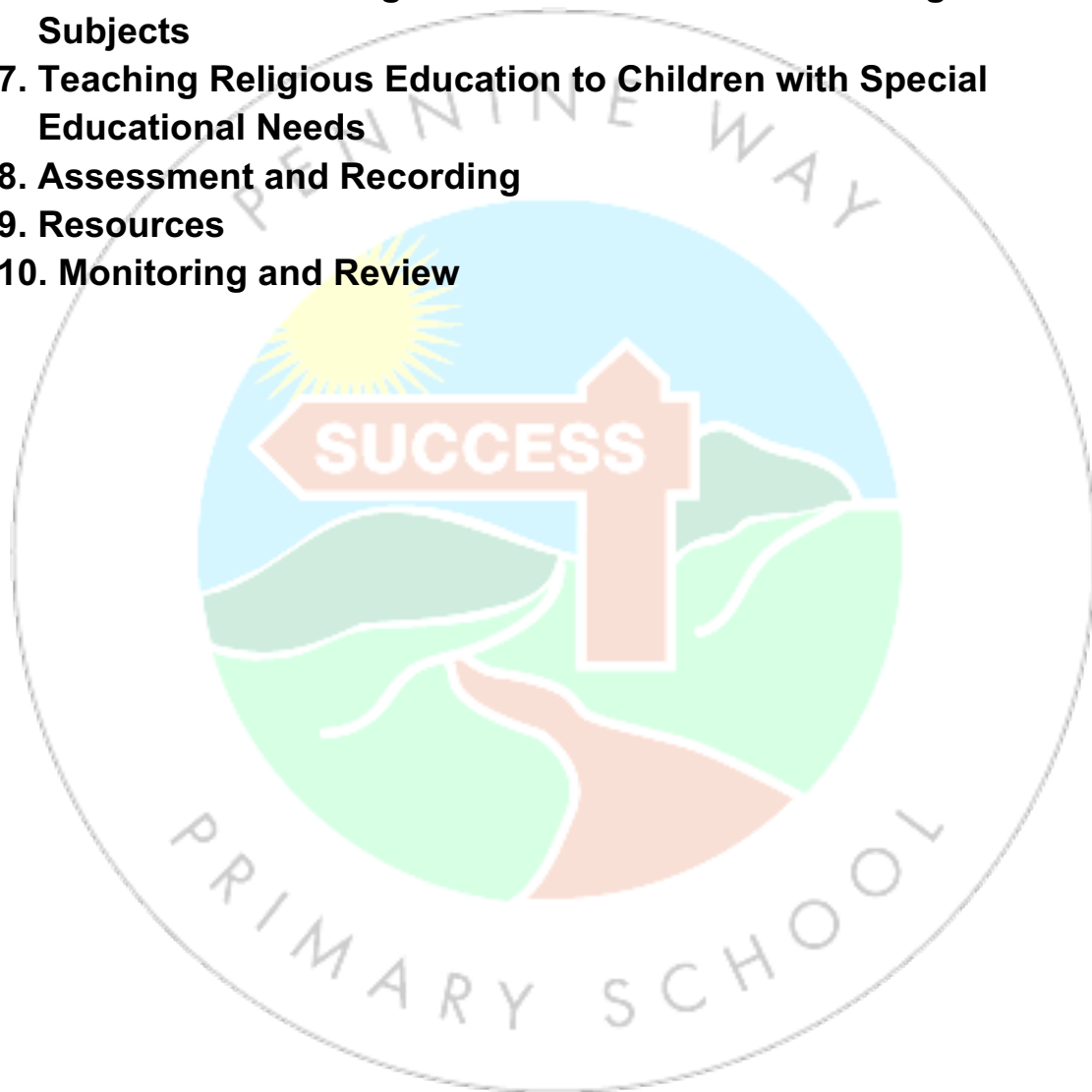
Pennine Way Primary School



Religious Education Policy

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Statement of intent

Mission Statement: Happiness is.....

Together as a team providing an exciting and challenging learning environment which maximises independence, resilience and potential for all; being proud of who we are, celebrating the strengths and differences that we have, working together as

responsible and caring members of society as we walk the Pennine Way Pathway to Success.

Curriculum Intent:

At Pennine Way the intent for our curriculum is for it to reflect our local area and community, whilst enabling pupils to understand how Carlisle and Cumbria fit into the national and international picture. All subjects at Pennine Way are given equal importance and are all underpinned by skills as well as knowledge to improve our pupils' long-term memory. These skills are built upon throughout a pupil's pathway through our school in order for them to make meaningful connections between their life experiences and the experiences that they are learning about. At the end of their journey at Pennine Way, pupils will be able to utilise the skills and knowledge gained in a variety of contexts.

R.E Intent:

In R.E. at Pennine Way Primary School, our intent is to develop the children's knowledge of major religions and worldviews and build upon this knowledge throughout the years. Children will have a good understanding by the end of Key Stage 1 of **Christianity, Judaism and Islam**, by the end of Lower Key Stage 2, Christianity, Hinduism and Buddhism and by the end of Upper Key Stage 2, Christianity, Sikhism and Islam. Through thorough coverage our intent is for children to have an awareness of spiritual and moral issues, to understand what it means to be committed to a religious tradition, to reflect on their own experiences and to develop a personal response to the fundamental questions of life. We also aim to instill in our pupils, respect for other people's views, to celebrate diversity, understand religious traditions and to appreciate the cultural differences in Britain.

1 Aims and objectives:

- 1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Pennine Way Primary School, we aim to develop the children's knowledge and understanding of some major religions and**

worldviews. We aim to explore and address basic fundamental questions in life (i.e., the existence of a divine spirit/the purpose in living a good life). Through focused teaching we aim to enable children to develop a sound knowledge not only of Christianity, but also of other religions and worldviews.

1.2 Children are supported in reflecting upon what it means to have a faith and to develop their own spiritual knowledge and understanding. Our aim is to enable children to be; informed, expressive, inquisitive and reflective with RE.

1.3 Our central aims for teaching religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found globally, and in modern day Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- develop an understanding of worldviews including religious and non-religious views
- have respect for other peoples' views and to celebrate the diversity in society.

2 The Legal Position of Religious Education

2.1 RE is by Law, locally determined. Our school RE curriculum is based on the Discovery RE scheme as well as the **Cumbria** LA Agreed Syllabus and it meets the requirements set out in that document.

- 2.2 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old.
- 2.3 The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors.
- 2.4 The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.
- 2.5 The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.
- 2.6 The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

3 Teaching and Learning Style

- 3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 3.2 Our teaching and learning styles in RE supports our children in building on their own experiences and extending their knowledge and understanding of religious traditions. We use their exploration of religious festivals (such as Easter, Diwali, Passover), to develop religious thinking and tolerance. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.
- 3.3 Children carry out enquiries into religious topics. In studying particular religious faiths, children are encouraged to compare the religious views and approaches by different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues, use drama, research using ICT and work individually or in groups.
- 3.4 We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning

opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Using Kagan groups, partners and structures to ensure that all children can access the learning.

4 Curriculum Planning in Religious Education

4.1 Year groups 1- 6 complete enquiries from Discovery RE. The scheme is an enquiry-based approach. Each enquiry is lead by a question linked to the religion and can take several lessons to complete. Each enquiry is split into 4 sections- engagement, investigation, evaluation and expression.

4.2 Coverage of religions.

- Year 1- Christianity, Judaism
- Year 2- Christianity, Islam
- Year 3- Hinduism, Christianity
- Year 4- Christianity, Buddhism
- Year 5- Sikhism, Christianity
- Year 6- Islam, Christianity

5 Early Years

5.1 We teach religious education to all children in the school, including those in the Foundation 2 (Reception) classes.

5.2 In Foundation classes, religious education becomes an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Years Outcomes which underpin the curriculum planning for children aged three to five.

5.3 Foundation enquiries, from Discover RE, include:

- Special people- Christianity, Judaism
- Christmas- Christianity
- Celebrations- Hinduism
- Easter- Christianity
- Stories- Christianity, Islam, Hinduism, Sikhism
- Special places- Christianity, Islam, Judaism

6 Contribution of Religious Education to the Teaching of Other Subjects

6.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we used in English have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening.

6.2 Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

6.3 Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. This links to the Jigsaw programme which is taught across the school as well as the Jigsaw Resilience Intervention Scheme. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society which underpins British values.

6.4 Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. This is also covered in our mindfulness sessions and Jigsaw programme. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

7 Teaching Religious Education to Children with Special Educational Needs

7.1 At Pennine Way, we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make

progress. We do this by setting suitable learning challenges and responding to each child's different needs.

7.2 Formative assessment and moderation by the RE coordinator will take into account a range of factors – classroom organisation, teaching materials, teaching style, Kagan structures, groups and partners – so that we can take some additional or different action to enable every child to learn effectively. This ensures teaching is matched to pupil needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to religious education.

7.4 We aim to provide pupils with access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment and Recording

8.1 We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and offer verbal feedback to children. A judgement will be made and reported to the parents in their school report stating whether the child is working towards, expected or greater depth.

8.2 Each year group records the children's work in individual books. This displays the children's responses to the questions posed within each enquiry that is taking place in RE sessions on a weekly basis.

8.3 We record pupils' achievement of our curriculum skills using FFT.

9 Resources

9.1 We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a set of bibles and a collection of religious artefacts, which we use to enrich teaching in religious education.

10 Monitoring and Review

- 10.1 The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the governing body with an annual report. The named person will have termly non contact time to carry out the vital task of moderating and assessing levels of RE provision, teaching and achievement.

Signed: *J.Allan*

R.E. Coordinator

Date: September 2021

Review Date: July 2022

