



Religious Education Policy

At Laurel Avenue Community Primary School, we believe that Religious Education provides our pupils with the opportunity to study religious and non-religious world views. It aims to promote mutual respect, tolerance and understanding of other's faiths and beliefs in our diverse society. Our curriculum reflects the fact that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. Teaching is non-denominational and is not designed to convert pupils or urge a particular religion or set of beliefs on pupils. It provides the opportunity for them to critically respond to different views and beliefs, along with encouraging personal reflection.

At Laurel Avenue Community Primary School we follow the Durham Agreed Syllabus of 2020.

Aims

Through the teaching of Religious Education we aim to ensure our pupils:

- ◆ *acquire and develop a deepening knowledge and understanding of Christianity and the major world religions.*
- ◆ *develop an understanding of the influence of beliefs, values and traditions on individuals, community, societies and cultures;*
- ◆ *develop the ability to make reasoned and informed judgments about religious and moral issues, with reference to Laurel Avenue's choice of principal religions represented in Great Britain.*
- ◆ *enhance their spiritual, moral, social and cultural development by:*
 - *developing awareness of the fundamental questions of life raised by human experience and how religious teaching can relate to them;*
 - *responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience;*
- ◆ *reflect on their own thoughts, feelings, beliefs, values and experiences in the light of their study;*
- ◆ *know and understand about religious diversity within our region;*
- ◆ *develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.*

Entitlement

Laurel Avenue Community Primary School has adopted the Durham Agreed Syllabus for Religious Education 2020.

Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum. Each local authority must have a SACRE (Standing Advisory Council on Religious Education) to advise the Local Authority on matters connected with Religious Education. The Agreed Syllabus must be reviewed by SACRE every five years.

Religious Education must be taught for approximately 5% of curriculum time. The recommended teaching time for Key Stage 1 is approximately 36 hours per year and 45 hours per year for Key Stage 2.

Daily worship is an important part of Religious Education at Laurel Avenue Community Primary School. Assemblies are either whole school, Key Stage or classroom based.

Parents have the right to remove their child either partially or wholly from religious education and religious worship in school.

Durham Agreed Syllabus for Religious Education 2020

The three elements of RE are knowledge and understanding, critical thinking and personal reflection. The elements are interlinked and help our pupils to make good progress in Religious Education.

Knowledge and Understanding – *pupils will develop understanding of different religious and non-religious worldviews and consider their similarities and differences.*

Critical thinking – *pupils will develop their skills in analysing and evaluating. They will have the opportunity to give opinions, weigh up the views of others and respond to them.*

Personal Reflection – *pupils have the chance to reflect on their own beliefs in relation to others. This is not assessed by teachers.*

Outcomes

Pupils will have:

- ◆ *Studied religion through an investigation of a religious approach to life which involves learning about religion, exploring living practices, teachings and basic patterns in religion.*
- ◆ *Reflected on religion through consideration of a personal response to religion which involves learning from religion, reflecting on religious ideas, views and perceptions and how they may relate to personal understanding and life experience.*

Pupils will learn through the development of concepts, skills and attitudes.

Concepts are:

Belief

- ◆ *What people believe*
- ◆ *Questions of meaning, purpose and truth e.g. God, the natural world*
- ◆ *Key beliefs of particular religions e.g. love, forgiveness*

Authority

- ◆ *How people from different traditions know what to believe and how to act*
- ◆ *Different sources of authority e.g. holy books, leaders' teachings.*
- ◆ *How sources of authority may be understood differently by groups within a religion or belief system.*

Expressions of Belief

- ◆ *How people express beliefs, feelings and commitment through worship, ceremonies, rituals and symbols*
- ◆ *Private and public expressions of belief including worship in religious buildings*
- ◆ *Differing forms of expression e.g. creeds, prayers, ceremony*
- ◆ *How beliefs and feelings can be expressed*

Impact of Belief

- ◆ *How does belief and worship affect what people feel and think and how they act and behave?*
- ◆ *How rituals, ceremonies and symbols can make a difference to individuals and communities*
- ◆ *Values, attitudes and actions affected by beliefs*
- ◆ *Differing views on the impact of faith within and across religious and non-religious traditions*
- ◆ *Controversial issues affecting individuals, local and global communities*

Skills are:

*Investigation and Enquiry/ Interpretation /Expression /Application/ Analysis
Evaluation Synthesis/ Reflection and Response/ Empathy*

Attitudes are:

Open-mindedness /Self-Awareness/Respect/ Appreciation and wonder

Learning across the Curriculum

We base our teaching and learning style in RE on the key principle that good teaching in RE allows pupils both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables pupils to extend their own sense of values and promotes their spiritual growth and development. We encourage pupils to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable pupils to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Pupils carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals.

We recognise the fact that all classes in our school have pupils of widely differing abilities, and so we provide suitable learning opportunities for all pupils 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;*
- ◆ *grouping the children by ability in the room and setting differentiated tasks for each ability group;*
- ◆ *providing resources of different complexity, adapted to the ability of the child;*
- ◆ *using classroom assistants to support the work of individuals or groups of children.*

RE contributes to many other areas of the curriculum, e.g.

Spiritual, moral, social and cultural

PSHE

Communication, Literacy and Language

Problem solving

Computing

Mathematics

(see the Agreed Syllabus for information in detail)

Special Educational Needs (Inclusion)

We believe that all pupils at Laurel Avenue Community Primary School should have equal access to RE so that they may have the opportunity to progress and demonstrate achievement irrespective of ability of special educational needs.

Principles to develop a more inclusive curriculum are:

- ◆ *setting suitable learning challenges*
- ◆ *responding to the diverse needs of pupils*
- ◆ *overcoming potential barriers to learning and assessment for pupils*

RE makes a significant contribution to inclusion, by:

- ◆ *its focus on promoting respect for all*
- ◆ *challenging stereotypical views and appreciating the differences in others*
- ◆ *enabling pupils to consider the impact of people's beliefs on their own actions and lifestyles*
- ◆ *developing pupils' self esteem*

To make inclusion effective the curriculum will be modified and adapted to meet the range of needs of pupils, taking account of the legal requirements.

Equal Opportunities and Accessibility

The teaching of RE will be in accordance with the present policies for Equal Opportunities and Accessibility. All children are provided with equal access to the RE curriculum. RE makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Learning in RE should enable pupils to:

- ◆ *respect self and be sensitive to the needs of others;*
- ◆ *challenge inequalities and discrimination associated with, for example, race, religion, culture, gender, ability or socio-economic group.*

Assessment

In the Foundation Stage, RE is planned, taught and assessed as part of the 'Understanding the World' area of the EYFS.

In Key Stages 1 and 2, RE skills are planned and taught using Chris Quigley's Essentials Curriculum. Pupils' attainment will be assessed using related Depth of Learning materials, which assess pupils' knowledge and skills as basic, advancing or deep in line with expectations for their Key Stage.

Promotion of British Values

RE plays an important part in the promotion of British values. For example, it gives the opportunity to consider the right of the individual to freedom of belief and the right to express this, whether this is religious or non-religious. The Durham Agreed syllabus requires schools to include a unit of work on religious diversity at Key Stage 1 and 2. These units help our pupils to explore differing beliefs and practices in the local area and North East region.

SMSC

RE also plays a vital role in pupils' spiritual, moral, social and cultural development. Our pupils have the opportunity to explore how spiritual belief shapes the way a person lives their life. In RE, they can explore how people make moral decisions and what people mean by the terms right and wrong. Pupils use a range of social skills when visiting places of worship and meeting people with differing beliefs. They have the opportunity to explore cultural and religious diversity in our local area. We explore Britain as a multi-faith and multi-cultural society.

Monitoring and Review

Monitoring of the standards of pupils' work and of the quality of teaching in RE is the responsibility of the Headteacher and RE lead. The intention of our monitoring process is to assess progress in teaching and learning and to support colleagues in the teaching of RE. The RE Action Plan sets out areas for development within the subject. The monitoring process may include:

- ◆ *discussions with staff*
- ◆ *learning walks*
- ◆ *work scrutiny*
- ◆ *analysis of teacher planning*
- ◆ *lesson observations*
- ◆ *use of termly assessment data*
- ◆ *annual subject audit*
- ◆ *assessment for learning by class teachers to inform planning*

Withdrawal from RE

Parents have the right to withdraw their child from RE provided they have given notification to the Head teacher.

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. The ERA allows parents/carers to withdraw their child from Religious

Education classes if they so wish, although this should only be done once the parents/carers have given written notice to the school governors. 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. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. 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.

This policy will be reviewed every three years, or in the light of changes to legal requirements.

Signed:

Chair of Learning, Teaching and Achievement Committee

Date: April 2021

Signed: Mrs C Lawson

Co-ordinator

Reviewed: April 2021

Review Date: April 2024