



RELIGIOUS EDUCATION POLICY

Document Status	
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VISION

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Greenleas School, we develop children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school and local community. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help them to learn from religions as well as about religions.

INTENT

Our intent in the teaching of RE is to:

1) Make sense of a range of religious and non-religious beliefs, so that children can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate Vocabulary,
- explain how and why these beliefs are understood in different ways, by individuals and within communities,
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

2) Understand the impact and significance of religious and non-religious beliefs, so that children can:

- examine and explain how and why people express their beliefs in diverse ways,
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world,
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3) Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that children can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses,
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response,
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

TEACHING AND LEARNING

The legal position of Religious Education

RE is available for all pupils and every pupil has a legal entitlement to RE. RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England. Parents and carers may request to withdraw their child/ren from RE lessons wholly or partly. This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes). The 'basic' school curriculum includes the National Curriculum, RE, and Relationships and Sex Education. Children are expected to receive 36 hours of RE learning in Reception and KS1 and 45 hours of RE learning in KS2 per year.

RE is locally determined, not nationally

A locally agreed syllabus is a statutory framework for RE recommended by an agreed syllabus conference for adoption by a Local Authority. Local Authority Maintained Schools without a religious character must follow the locally agreed syllabus, which for Greenleas is 'The RE Agreed Syllabus, 2018 – 2023' for Bedford Borough, Central Bedfordshire and Luton.

Planning

RE is a foundation subject in the National Curriculum and planned in accordance with the requirements of the LA's Agreed Syllabus and the guidance of the Local Standing Committee for Religious Education (SACRE 2018-2023). Experiences of religious festivals such as Easter and Diwali are used to further develop thinking about religion, and representatives of local religious groups are invited to come into school. Subject Leaders ensure that the topics

studied in RE build on prior learning and offer opportunities for children of all abilities to develop their skills and knowledge in each unit of work. Progression is planned into the schemes of work and offers children increasing challenge as they move throughout the school.

Long-term planning maps the topics studied in each term and whenever possible RE topics are taught in conjunction with other subjects across the curriculum. In the Reception year RE aspects of the children's work are related to the objectives set out in the Early Learning Goals, such as Knowledge and Understanding of the World and Personal and Social Development. By Key Stage 2, an increasing emphasis is placed on the study of religious themes and topics in their own right. Short-term planning details the specific learning questions and expected outcomes for each lesson.

Resources

Resources are held centrally and sorted into separate boxes of equipment for each faith. There is a collection of religious artifacts which are used to enrich learning and teaching covering the religions studied by each year group, such as Christianity, Judaism, Islam, Hinduism and Sikhism.

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessments are used to inform planning and complete the evaluation cycle. It is the responsibility of the class teacher to assess all children in their class and lessons are structured with opportunities for Assessment for Learning throughout. This enables teachers to evaluate what has been learned, review steps to success and address misconceptions. By the end of each Key Stage, children are expected to know, apply and understand the particular matters, skills and processes specified by the LA's SACRE.

MONITORING AND EVALUTION

RE subject leaders will:

- conduct on-going subject monitoring and work scrutiny to ensure curriculum coverage,
- monitor whole school planning (short and long term),
- collect evidence of good practice (e.g. photographs, displays, written work),
- support colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject.

REPORTING

Children's progress, achievements and attainment are reported at parents' consultations during the autumn and spring terms and also once a year through an end of year written report.

ADDITIONAL NEEDS

The SENDCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans and Provision Maps are specified in teachers' planning