



"Developing potential without limitations"

Frieth C.E.C. School Religious Education Policy

Date Revised: May 2020

Member of staff responsible: Catherine Holt

Governing body committee responsible: Curriculum

Headteacher's signature

Chair of Governor's signature

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Frieth C.E.C. School

Religious Education Policy

'Differences were meant not to divide but to enrich.' J. H. Oldham

'Religions are different roads converging to the same point. What does it matter that we take different roads as long as we reach the same goal? In reality, there are as many different religions as there are individuals.' Gandhi

'How we behave affects other people and the world we live in. Our behaviour is influenced by our beliefs and attitudes which grow out of our experience. RE is the opportunity to reflect on our experience and explore the beliefs, values and attitudes that guide us through life. We all play a part in creating the world we live in. What we believe, whether religious or not, contributes significantly to this.'
Agreed Syllabus

Frieth School Vision statement

'...Your light must shine before people, so that they see the good things you do.'

Matthew 5:16

We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.

Values:

These are the Christian Values that we believe are both taught and learnt in our school.

To be:

Gentle and Kind

Honest and Truthful

Challenging and Responsible

Sharing and caring

Religious Education Vision Statement:

Developing curiosity and understanding through encouraging respectful and reflective global citizens, with an awareness of the

religions, traditions and cultures influencing our multi-cultural society.

The Legal Position:

The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the Governors decided that religious education in our school should be based upon the Buckinghamshire agreed syllabus. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Intent

At Frieth Church of England School we are committed to developing religiously literate pupils, who acquire the knowledge and understanding of the principle religions through an engaging and nurturing environment. RE is used to engage, inspire, challenge and encourage our pupils, equipping them with the skills to answer challenging questions, explore different religious beliefs, values and traditions. Pupils experience and explore key religious communities and build an appreciation for their influence on individual's lives and behaviours. RE is enquiry led and develops their ability to reason and reflect upon religious and moral issues. RE promotes acceptance and enables pupils to combat prejudice, preparing them for life in a multi-cultural society.

RE is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. RE plays an important role in promoting the spiritual, moral, social, and cultural development of our children.

Early Years Foundation Stage

In Reception, pupils are given the opportunity to learn and develop through their experiences of different religious traditions and communities based on their interests, backgrounds and child-initiated play.

RE has key links to the areas of learning and development within

the EYFS curriculum. Some relevant Early Learning Goals include:

Understanding the World

People and Communities:

- Enjoys joining in with family customs and routines.
- Children talk about past and present events in their own lives and in the lives of family members.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.
- They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

The World:

- Looks closely at similarities, differences, patterns and change.

Expressive Arts and Design

Being Imaginative:

- Create simple representations of events, people and objects.

Personal, Social and Emotional Development

Making Relationships:

- Explains own knowledge and understanding, and asks appropriate questions of others.

Communication and Language

Understanding:

- Listens and responds to ideas expressed by others in conversation or discussion.
- They answer 'how' and 'why' questions about their experiences.

Children in Reception learn through a range of experiences and activities in an environment that enables active participation through:

- Our home corner
- Stories and role-play opportunities
- Dolls, small world toys and puppets from different cultures
- Artefacts, food and music
- Interest based topics e.g. Diwali
- Costumes for dressing up
- Painting, drawing and creative tasks.

In order to support our pupils in meeting their Early Learning Goals and the requirements of the Bucks Agreed Syllabus, the children engage in specific planned activities, relating to various festivals or special places, as well as unplanned opportunities for religious understanding through child-initiated play, circle times and everyday routines.

KSI and KS2

Aims of Religious Education:

- To understand the nature, role and influence of religion in the world.
- To pursue a personal quest for meaning, purpose and value.
- To formulate reasoned opinions/arguments.

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, reflecting the inclusive ethos of the school our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (DFE circular 1/94 paragraph 32).

Key Stage 1

At Key Stage 1 the children will cover the 8 units over 2 years. They will study Christianity, along with Judaism in depth, and they will be exposed to other religious beliefs during the course of the individual units of study. In KSI, most learning will start with pupils' own experiences, move into religious content and experience and through this, develop awareness of universal human experience and concepts. Teachers will use these strands when planning their lessons.

They will explore these in relation to a number of themes in each key stage:

Key Stage 1:

- Important places
- Important people
- Special things
- Special stories
- Our World
- All about me!
- Special occasions

- Belonging

Key Stage 2

In Key Stage 2 pupils will cover 12 units of study over the 4 year period. They will study Christianity, Islam and Hinduism in depth and have experience of other religious traditions during the course of individual units of study. In KS2, most learning will start with the religious content and concepts and then reflect back to the pupils' own experiences and self-concept, developing awareness of universal human experiences and concepts. Teachers will use these strands when planning their lessons.

They will explore these in relation to a number of themes in each key stage:

Key Stage 2:

- Worship
- Places of Worship
- Religion in the Community
- Symbolism
- Sacred Texts
- Festivals
- Rites of Passage
- Pilgrimage
- Diversity in religions
- Founders/Prophets
- Natural world
- Ethics and Moral Issues

Implementation

We use the Agreed syllabus for Religious Education developed by Buckinghamshire as the basis for our curriculum and the suggested scheme of work from the Oxford Diocese that reflect this for each Key Stage. At Frieth, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity
- Judaism

- Islam
- Hinduism

As set out in the Agreed Syllabus it is required that:

- In the Early Years Foundation Stage the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures.
- KS1 - Christianity is studied (and one other principal religion in some depth)
- KS2 - Christianity is studied (and two other principal religions in some depth)

During each Key Stage pupils are taught knowledge, skills and understanding through the two key aspects of learning laid down in the locally agreed syllabus:

- Learning about religion - All pupils will learn about Christianity and other world faiths in a course in which Christianity will clearly predominate.
- Learning from religion - The syllabus also requires us to build bridges between the pupils' own lives and the religious content that they explore. Whether the pupil comes from a particular faith background or none religious education should be relevant to their lives and engage them in meaningful learning that they can apply to life.

Resources

Resources for R.E. should be used in order to ensure that learning objectives can be met. They should also provide quality and interest. Artefacts from the main religions are stored in the Resource Area, as are tapes and videos. Books, articles and photographs are also stored in this area.

Equal Opportunities

All teaching and support staff will do their best to ensure that all children, irrespective of gender, ability, ethnic origin, social or physical circumstances have equal access to the R.E. curriculum.

Withdrawal from religious education

Parents may withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children are asked provide written notification to this effect.

We value the influence of each religion and worldview explored and their contribution to the education of all our pupils. We promote teaching in Religious Education that supports open enquiry and first-hand experiences where possible.

Spiritual, Moral, Social & Cultural (SMSC)

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided within religious education through varied activities, trips, visitors and assemblies.

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

Impact

The children at Frieth enjoy learning about other religions and are curious about human life. Through their RE learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in both local and global contexts.

At Frieth, we envision RE enabling pupils to:

- extend their knowledge and understanding of different religious beliefs
- reflect and question, developing their own thoughtful and informed viewpoints

- demonstrate a respectful and positive attitude towards others
- make at least good progress from their last point of statutory assessment

Assessment

Teachers assess children's work by making informal judgements as they observe them during lessons. Work is marked once it has been completed and commented on as necessary. The teachers' planning folders will contain information regarding the children's experiences and the outcomes of unit assessments.

Summative assessments are carried out at the end of each unit of work and an assessment document with the year group expectations is in place. Pupils' overall summative attainment and achievements will be reported to parents in annual reports at the end of the academic year.

Responsibility for R.E.

The R.E. subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Religious Education. They are also responsible for supporting colleagues in the teaching of R.E. and for being informed about current developments in the subject. The R.E. subject leader is supported by the Head teacher and the R.E. Governor as appropriate.