



# Religious Education Policy

## At North Wingfield Primary School we want a school:

At North Wingfield, we believe it is important for all children to be exposed to different cultures and backgrounds that reside, not just in the UK, but also throughout the world. The whole purpose of Religious Education (RE) is to expose children to different beliefs that people have at a level that is appropriate for their age.

The Derbyshire Agreed Syllabus 2014-2019 states that:

**'Religious education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions relating to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.'**

## Aims:

The aims outlined below are taken from The Derbyshire Agreed Syllabus for Religious Education (revised version, 2014-2019):

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies and cultures, locally, nationally and globally.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom.
- Enhance the children's spiritual, moral, social and cultural development.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

## The National Curriculum

Since 1944 all schools have been required to teach Religious Education. Religious Education is to be taught alongside the core subjects of English, mathematics, science and computing.

The curriculum for every maintained school in England shall comprise a basic curriculum which includes:

*a) provision for religious education for all registered pupils at the school (in accordance with such of the provisions of Schedule 19 to the School Standards and Framework Act 1998 as apply in relation to the school), b) a curriculum for all registered pupils at the school who have ceased to be young children for the purposes of Part 1 of the Childcare Act 2006 but are not over compulsory school age (known as "the National Curriculum for England") Education Act 2002, s80*

According to the Agreed Derbyshire Syllabus (2014-19) Religious Education must be taught as follows:

**Foundation Stage: 36 hours of RE**, integrated into learning, e.g. part of Personal, Social and Emotional Development, and Understanding the World.

**Key Stage One: 36 hours of tuition per year** (e.g. 50 minutes a week, or a RE week each term where 12+ hours of RE are taught) Children in Key Stage One are also expected to learn about Christianity and one other religion from the main six practiced in this country.

**Key Stage Two: 45 hours of tuition per year** (e.g. an hour a week, or a series of RE days where 45+ hours of RE are taught) Children in Key Stage Two are also expected to learn about Christianity and two other religions from the main six practiced in this country.

**It is important to note that RE is legally required for all pupils and is different from assemblies. RE should also be taught at a clear, identifiable time, but does not necessarily have to be a lesson per week. At North Wingfield, we have chosen to teach an RE lesson once a week.**

This is the structure behind the key questions in each Programme of Study. In this syllabus the Fields of Enquiry have been paired up to form three strands:

Believing	Expressing	Living
a) Religious beliefs, teachings and sources of authority d) questions of meaning, purpose and truth	b) Religious and spiritual ways of expressing meaning c) Questions of identity, diversity and belonging	d) Religious practices and ways of living e) Questions of values and commitments

Religious Education will be taught in line with the two Attainment Targets outlined in the Derbyshire Agreed Syllabus as seen below:

There are two attainment targets for RE which reflect these aims concisely:

Attainment Target 1: Learning about religions and beliefs	Attainment Target 2 Learning from religion and belief
<i>Exploring</i>	<i>Responding</i>
Learning about religions and beliefs includes pupils enquiring into the nature of religion, using skills of explanation, interpretation and analysis, identifying and developing an understanding of ultimate questions and ethical issues, using specialist vocabulary with reference to three of the fields of enquiry: a) beliefs, teachings and sources b) practices and ways of life c) religious and spiritual ways of expressing meaning	Learning from religion and belief refers to how pupils reflect on and respond to human experience (including their own) in the light of their learning about religion; develop and use skills of application, interpretation and evaluation of what they learn about religions, communicating their responses, particularly with reference to three of the fields of enquiry: d) questions of identity, diversity and belonging e) questions of meaning, purpose and truth f) questions of values and commitments.

### RE and the right of withdrawal

Parents may withdraw their children from RE lessons as a whole, **but not individual religions**, and the school has a duty to supervise them, though **not** to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made by the parents for the kind of RE they want their child to receive.

### Role of the Co-ordinator

The role of the RE co-ordinator is as follows:

- To ensure RE is being taught regularly throughout the school, and that it maintains a high profile in the School Improvement Plan.
- To find out the views of Pupils in regards to RE and the lessons they have
- To carry out termly book and planning scrutinises to ensure planning and activities are in line with the Derbyshire Agreed Syllabus, and share good practice with members of staff

- To provide CPD opportunities for teachers through the use of Staff Meetings
- To develop a Long-Term Plan for RE
- To report back to the Headteacher and Governors in regards to RE
- To arrange and support RE Trips into and outside of school
- To organise and bring in resources
- Attend courses to develop own RE knowledge and understanding, and liaise with other schools within Derbyshire
- To ensure the policy is updated as needed, and that all staff are aware of it.

### **Resources**

Resources are kept and can be located in labelled boxes in the resource room within the staff room. It is the responsibility of the staff to return the items used in lessons to the correct labelled box, and any damaged resources should be reported to the RE co-ordinator as soon as possible. As funding allows, the range of resources will be updated and extended as necessary. Staff can provide the RE co-ordinator with a wish list of resources, which, if funding allows, can be provided.

### **Equal Opportunities and SEN.**

R.E. 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. All pupils are entitled to RE as part of the core curriculum. Children with Special needs are given appropriate delivery. The children should learn to respect themselves and be sensitive to the needs and experiences of others. They should all feel secure in the study of RE whatever the religious tradition of their home, including those who have none.

### **SEN**

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the Derbyshire Agreed Syllabus.

The range of special needs in R.E. includes:

- Pupils who have special needs across the curriculum and who also have special needs in RE;
- Pupils who are more able and talented across the curriculum, including RE;
- Pupils who live in an environment which is entirely secular or strongly religious, where values and beliefs may be different to (or even at odds with) the wider culture in which they live;
- Pupils who themselves have a personal faith commitment.