



NORTH WINGFIELD PRIMARY & NURSERY ACADEMY™

Religious Education Policy

APPROVING BODY	Headteacher
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SUPERSEDES VERSION	3.0
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Further Information and Guidance	

Rationale:

At North Wingfield Primary and Nursery Academy, 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 2020-2025 states that:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Aims:

The aims outlined below are taken from The Derbyshire Agreed Syllabus for Religious Education (2020-2025):

1. Know about and understand a range of religions and worldviews, so that they can:
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
 - Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews.
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - Appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
 - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

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 (2020-25) 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

RE is determined locally, not nationally:

A locally agreed syllabus is a statutory syllabus 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.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.
- Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in their funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.

Religions to be taught

Reception: Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

KS1: Christians and Muslims or Jewish people.

KS2: Christians, Muslims, Hindus or Jewish people.

RE and the right of withdrawal

This was first granted when religious education was religious instruction and carried with it connotations of induction into the Christian faith. RE has been very different to this for some time. It is inclusive and wide-ranging, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right. Students aged 18 or over have the right to withdraw themselves from RE.

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.