



Religious Education Policy

Recommended by: Emma Stallwood

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Ratified by: LAGB

Signed:



Position on the Board: Chair of LAGB

Ratification Date 10th February 2021

Next Review: February 2024

Policy Tier (Central/Hub/School): School (OP)

Related legislation:

DfE guidance - Statutory Framework for the Early Years Foundation Stage
Education Act 1996, section 375
Education Act 2002, section 78
School Standards and Framework Act 1998, schedule 19

RE is valued at Oldbury Park Primary RSA Academy school because; it promotes the spiritual, moral, cultural, and emotional wellbeing of children and an awareness of living in a diverse society. It prepares children for the opportunities, responsibilities, and experiences of adult life.

The teaching of Religious Education at Oldbury Park follows the Worcestershire SACRE Agreed Syllabus for RE 2020-2025. For further information about teaching and learning, and curriculum please refer to the Agreed Syllabus.

Aims (taken from the curriculum)

- The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.
- To lead children in an exploration of Christianity, enabling them to acquire a knowledge and understanding of the beliefs and practices of the Christian faith.
- To enable pupils to have a basic understanding of the nature, practices, and beliefs of other world faiths; Judaism, Islam, Hinduism and touching on Sikhism and Buddhism and Humanism.
- To develop the ability to make reasoned and informed judgements about religious and moral issues based on the knowledge and understanding of the above.
- To understand and respect how religious beliefs and values affect ways of living.
- To approach unfamiliar cultures and belief systems with sensitivity, respect, and a willingness to learn.
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society.
- To develop a reflective and caring approach to life and others.
- To enable children to develop the confidence to express their own thoughts and ideas about religion and to listen to others with whom they come into contact.

Through achieving these aims our children will be open-minded and confident in approaching the different beliefs, cultures, and communities in the wider society. They will learn to respect other beliefs and values.

Implementation

Teachers will use the Worcestershire Agreed Syllabus to guide and support their planning and teaching but will also consider and respond to the specific needs of the children in their class with respect to where they are in their learning. The teaching of RE will be in accordance with the CRSAAT's Teaching and Learning cycle. Throughout the school we aim to make cross-curricular links wherever possible. There are practical resources and artefacts in school which are used to support the teaching of RE. Children also visit places of worship to support their learning in RE.

The expectation is that there is a minimum allocation of five per cent curriculum time for RE. Time allocation for RE is as follows per week, balanced out over a year:

Key Stage one = 1 hour

Key Stage two = 1 hour

Teachers are also able to teach RE in blocks or as a series of RE days if preferred, providing 36 hours per year is covered in KS1 and 45+ hours in KS2.

In the EYFS, RE will not necessarily be taught during weekly timetabled lessons or in blocks. Children will explore RE through seasonal celebrations from different religions, children's own personal experiences and the experiences of their communities, with the aim of supporting their developing understanding of the world around them and their knowledge of and respect for others. This requirement may change following the implementation of the new EYFS Framework in September 2021 and will be reviewed accordingly.

Assessment

Assessment is done continuously on an informal level, through individual, group and class discussions and recording of work covered. Good assessment is flexible and meets the learning needs of every pupil rather than offering a rigid structure for every setting. Marking for RE will follow the School's existing Marking Policy and provide children with opportunities for deeper thinking and meaningful discussions.

Teachers will complete written assessment for their whole class at the end of the academic year. This information will be passed onto the RE coordinator and to the next class teacher.

Attainment

Pupils should be taught an increasing knowledge and understanding of religions and world views. They should learn to express and communicate ideas and insights about the nature, significance and impact of religions and world views. They should gain and deploy the skills needed to engage seriously with this area of learning.

In the Foundation Stage and KS1, learning should be related to the children's own experiences wherever possible. It seeks to extend their knowledge and understanding into new areas, and encourages them to be tolerant of each other's beliefs, even if they are different.

In KS2, children are encouraged to compare religious practices and develop an understanding of each faith studied and its distinctive features. They are encouraged to think about diversity and to develop their understanding of how religion can influence behaviour, history, and everyday life.

The RE Co-ordinator will:

- Monitor teaching and learning in RE through regular discussion with staff and children, looking through evidence and assessments and through the school's monitoring cycle.
- Support staff with planning, teaching and assessment, in accordance with the CRSAAT Teaching and Learning policy.

- Ensure that staff are aware of resources available and folders are kept up to date with regular updates.
- Ensure staff are suitably equipped to deliver engaging RE lessons and order resources accordingly where required.