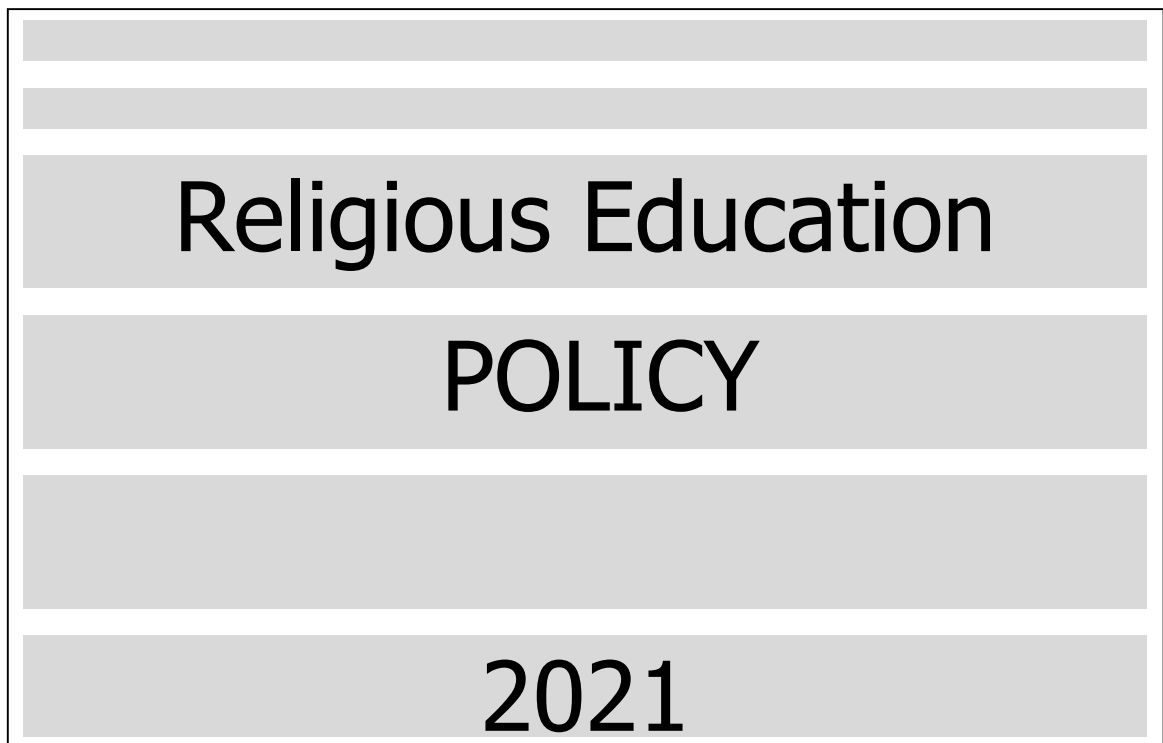


# **HIGHGATE PRIMARY SCHOOL**



**Religious Education Policy January 2021**

## Religious Education (RE) Policy 1 Highgate Primary School Religious Education:

### 1.1 Aims and objectives

At Highgate Primary School, RE is used to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied human responses to these questions, as well as develop responses of their own. *Leicestershire Agreed Syllabus for RE, 2016-2021 © RE Today Services 2016*

We believe that all children, from any faith or culture, should feel welcomed into the school community and this is fostered through the learning and exposure to a variety of religions and worldviews. At Highgate we follow the Discovery RE scheme of work which fosters an enquiry based approach to our RE learning. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions and actively promote British Values.

### 1.2 The purpose of RE

- Religious Education contributes dynamically to children and young people's education in Highgate School by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE the children learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently

## A2 The Specific Aims of RE - The threefold aim

The curriculum for RE aims to ensure that all pupils:

### 2.1 Know about and understand a range of religions and worldviews<sup>1</sup>, so that pupils 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<sup>2</sup> found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**2.2 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.<sup>3</sup>

**2.3 Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- know about and understand a range of religions and worldviews.
- express ideas and insights about the nature, significance and impact of religions and worldviews.
- gain and deploy the skills needed to engage seriously with religions and worldviews.
- respect ideas, religions and worldviews which may differ to our own.
- have opportunities to gain cultural capital both within school and in the local community
- 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.

**2.4 Personal learning and thinking skills in Religious Education including developing individuals as:**

- independent enquirers
- creative thinkers
- team workers
- self-managers
- effective participators
- reflective learners.

**2.5 Children will be encouraged to:**

- identify questions and define enquiries, using a range of methods, media and resources

- carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints
- present findings, suggest interpretations, express ideas and feelings and develop arguments
- use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives

Many of these skills will also be developed through the PSHE Curriculum.

### **3 The legal position of religious education**

#### **3.1 Highgate Primary School, RE and the National Curriculum**

The National Curriculum states the legal requirement that:

"Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- ✓ Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and:
- ✓ Prepares pupils at the school for the opportunities, responsibilities and experiences of later life."

And:

"All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online."

(DfE National Curriculum Framework, July 2013, page 4)

**3.2** Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Leicestershire LA's Agreed Syllabus, supported by Discovery RE, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions/beliefs.

#### **4 Approaches to the teaching of RE**

In order to make religious education a lively, active subject we employ a variety of teaching methods through discussions, recording, active participation, outside visitors, trips, art, music, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities. ***This has been temporarily paused due to Covid 19 restrictions but will resume as soon as is safely possible.***

### **Teaching and learning style**

**4.1** We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

**4.2** Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Christmas, Harvest, Diwali, etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

**4.3** Children carry out research into religious topics where appropriate. They study particular religious faiths and also compare the religious views of different faith groups on topics such as: *Are Rosh Hashanah and Yom Kippur Important to Jewish People?* (KS1 Planning) *Has Christmas lost its true meaning?* (Lower Keys Stage 2 Planning). *What is the best way for a Muslim to show commitment to God?* (Upper Key Stage 2 Planning) Children have the opportunity to research religious and moral issues using computers and working individually or in groups.

### **5 Curriculum planning in religious education**

**5.1** The Diocesan Board of Education recommend that schools use their ***locally agreed syllabus*** for RE as required by ***law***. i.e. Leicestershire SACRE Agreed Syllabus For Religious Education 2016-2021.

**5.2** We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). Following the Discovery RE framework the long-term progression maps show the religious education topics studied in each term during each key stage.

**5.3** Our medium-term plans give details of each unit of work for each term.

**5.4** The class teacher plans for each lesson and lists the specific learning objectives for that lesson .

## **6 Foundation Stage**

**6.1** We teach religious education to all children in the school, including those in the reception class.

**6.2** While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to personal, social and emotional development, communication, language and literacy knowledge and understanding of the world and creative development. In our reception class, religious education is an integral part of the topic work covered during the year.

## **7 Teaching religious education to children with special educational needs**

*See SEN Policy*

## **8 Collective Worship**

In addition to the teaching of RE children take part in collective worship as a whole school and/or within key stages.

## **9 Assessment and recording**

*See Assessment, Recording and Reporting Policy*

## **10 Resources**

**10.1** We have a small collection of DVDs and other resources which are held to the RE co-ordinator. As storage space is limited, it is not deemed productive to own large collections of topic boxes ourselves.

## **11 Monitoring and review**

**11.1** The RE subject leader and link governor are responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Updated by A. Booth (Nov 2020)

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