



Religious Education Policy

LA POLICY

Review: Every Two Years

Next Review Date: January 2025

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	
Designated Senior Lead	Caroline Rodgers – Headteacher

This policy should be read in conjunction with other policies, including Collective worship, SMSC, Policy for Spiritual development, Anti-bullying, RSE and Positive Behaviour Policy.

At Brockley Primary School our Religious Education is based on the Derbyshire Agreed Syllabus for Religious Education, 2014-19.

Derbyshire and Derby City New Agreed Syllabus for RE

Legal Responsibilities

Since 1944, all schools have been required to teach RE to all pupils on roll, with the exception that parents have the right to withdraw their children from the subject. It is usual, therefore, for children to receive RE as part of their weekly timetable. Should a parent wish to withdraw their child from RE lessons, this should be notified in writing to the Headteacher.

In such cases, alternative provision will be made for any children.

The Purpose of Religious Education In accordance with the Agreed Syllabus we seek to:

- Provoke challenging questions
- Develop pupils' knowledge and understanding of Christianity and other principal religions.
- Offer opportunities for personal reflection and spiritual development.
- Enhance pupils' awareness and understanding of religions and beliefs.
- Encourage pupils to learn from different religions, beliefs, values and traditions whilst exploring their own beliefs and questions of meaning.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate lessons of truth, belief, faith, and ethics and to communicate their responses.
- Encourage pupils to develop their sense of identity and belonging.
- Enable them to flourish within their communities and as citizens of the global community.
- Enable pupils to develop respect for and sensitivity to others.
- Promote discernment and enable pupils to combat prejudice.

RE supports the aim for education, outlined in the National Curriculum 2014 to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- Prepare pupils for the opportunities, responsibilities and experiences of later life.

Develop knowledge and understanding of Christianity and the other principal religions represented in the UK.

- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, 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 UK
- Enhance spiritual, moral, social and cultural development
- Reflect on their own beliefs, values and experiences

- 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
- Agreed Syllabus 2014-19 [Derbyshire and Derby City New Agreed Syllabus for RE](#)

Brockley Primary School follows the curriculum as set out in the Derbyshire Agreed Syllabus. The principal aim is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, to promote their personal development.

This contains three main strands to be studied in RE, these are:

- Believing
- Expressing
- Living

Objectives In RE

We foster a reflective approach to learning by encouraging an open and honest enquiry, an awareness of prejudice, a growing self-understanding and respect for the rights of others to hold beliefs different from their own by Learning about Religions and Learning from Religion. These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

AT1 Learning about Religions.

This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.

AT2 Learning from Religion

This includes exploring and responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality. Religions to be studied in accordance with the agreed syllabus, we study Christianity and other main religions as represented in the United Kingdom.

EYFS and Key Stage 1- Two religions Christianity and Hinduism Stage 2- Three Religions Christianity, Hinduism and Islam. Within the teaching of RE, we will draw on material, resources and beliefs from beyond the main religions stated above. Our teaching of RE will reflect the beliefs and practices of Christianity.

Curriculum time for Religious Education

A minimum of 5% of curriculum time is required.

KS1 36 hours per year

KS2 45 hours per year

This allocation is reflected in timetables and in study around the time of major Christian festivals such as Christmas and Easter. Collective Worship RE is allocated time that is distinct from the time set aside for daily collective worship.

Programme of Study

The Agreed Syllabus has a programme for EYFS, Key Stage 1 and Key Stage 2. Our programme of study uses a mixed age approach, so that children in mixed age classes work together. In accordance with the Agreed Syllabus, we exercise flexibility regarding the order and length of time of specific units. It is our intention that as a child completes KS1 & KS2 s/he will have covered all topics.

Teaching of RE

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

RE teaching draws on a wide range of key strategies for learning, including:

- Open questioning
- Thinking skills
- Literacy for RE
- Discussion
- Expressive arts and creativity for learning
- Visits and visitors

Practical approaches

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role-play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

Across the whole curriculum we strive for 'quality first teaching', including in RE.

Differentiation/adaptation is used appropriately in order to ensure that children of all abilities, make good progress and enjoy RE.

Pupil achievement/assessment

The Agreed Syllabus provides an eight-level scale for the assessment of RE, which are in line with national non-statutory guidance (QCA 2004). These scales allow teachers to award a level for pupil's work. It is acknowledged that these levels need to fit RE work as a best fit across a variety of work and discussions with the children. Each child will be assessed each term throughout the school year. The continued use of levels helps schools to enable pupils to make good progress. Each level description describes the type and range of performance that pupils working at that level should demonstrate. The level descriptions can be used in assessment for learning as well as for summative assessment purposes.

Contribution of RE to teaching in other curriculum areas

We have developed a creative, thematic approach to the curriculum with links across and between subjects. There is a rolling programme of topics encompassing National curriculum programmes of study and non-statutory subjects including RE.

RE is taught as part of the thematic approach (eg 'Let there be light'') and as discrete units of work. RE contributes significantly to the teaching of Literacy by actively promoting the skills of speaking and listening, reading and writing. We encourage pupils to discuss their thoughts and express themselves clearly and with confidence. Pupils are encouraged to read religious texts at an appropriate level and all staff have high expectations in relation to any recorded work.

Through our RE lessons we teach pupils about the values and beliefs that underpin individual choices about behaviour. We cover a number of ethical issues/ dilemmas that are also addressed as part of our PSHE curriculum, thereby promoting tolerance and understanding of other people and appreciation of what it means to be positive members of our community. These areas support the development of our children's understanding of British values and British citizenship. ICT and technology are used as appropriate to enhance the learning and teaching of RE.

Leadership and management

- provide curriculum leadership across the school
- monitor and evaluate provision for RE within the school
- monitor and evaluate standards of RE within the school
- be informed about appropriate resources for the effective teaching of RE
- keep up to date with local and national developments in RE
- be the first point of contact between the school and the wider community with regard to any issues or initiatives involving RE
- liaise with outside speakers and agencies, such as The Open Centre and Ofsted
- actively promote effective RE within the school and its community and to keep the profile of RE high within the school.

Review and Monitoring

This policy will be up dated bi-annually and/or in line with Derbyshire Syllabus requirements.