



The Shade Primary School

Religious Education Policy

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Religious Education (RE) is a statutory part of the core curriculum for all pupils. “The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain” (The RE Council). At The Shade Primary School, we deliver RE in line with Cambridgeshire’s Locally Agreed Syllabus. The Shade Primary School use the Discovery RE scheme of work.

1. Aims and Purpose of Teaching RE.

Through RE teaching at The Shade Primary School we aim for pupils to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in the UK.
- Develop an understanding surrounding the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop attitudes of respect towards other people who hold views and beliefs different from their own.
- Develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented within the UK.
- Enhance their own spiritual, moral, social and cultural awareness by reflecting on their own beliefs, values and experiences and that of others in light of their studies.

Religion deals with some of the most difficult issues and questions in human life. Education must take account of the depth and complexity these subjects posed, by helping pupils to reach an understanding appropriate to their age and aptitude. To do this, RE needs to:

- Develop pupil’s skills
- Enable pupils to ask questions
- Discover information and approach new material with empathy
- Reflect on their learning, using their knowledge to understand their world, build community, and develop their personal position.

At The Shade Primary School, our RE curriculum encourages pupils to explore religions, build their religious knowledge, and reflect on their learning.

2. The Wider Contribution of RE

2.1 Personal Development and Wellbeing

RE plays an important role in preparing pupils for their future, for employment and life long learning. It helps children and young people to become successful learners, confident individuals and responsible citizens. RE helps to give pupils the

knowledge, skills and understanding needed to make good moral judgements and positive, healthy life choices.

2.2 Spiritual, Moral, Social and Cultural Development (SMSC)

The teaching of RE makes a significant contribution towards pupil's spiritual, moral, social and cultural development. A holistic approach to SMSC focuses on preparing pupils for life in the 21st century. RE plays an important part in developing pupil's spiritual, moral, social and cultural development by:

- Developing an awareness of the fundamental questions raised by human experiences and an understanding how religious teachings can relate to these questions.
- Responding to such questions with reference to the teachings and practises of religions and other belief systems.
- Relating religious teachings and practises to their own understanding and experiences.
- Reflecting on their own beliefs, values and experiences in the light of their study.

2.3 Community Cohesion

RE makes an important contribution towards a school's duty to promote community cohesion. It provides a key context by which young people can develop an understanding of and appreciate diversity. RE seeks to promote shared values and to challenge racism and discrimination. Effective RE will promote cohesion within the school community, local community, UK community and global community. RE subject matter allows the opportunity to promote an ethos of respect for others, the challenging of stereotypes and an understanding of other cultures and beliefs. It promotes a positive and inclusive school ethos which advocates democratic values and human rights.

3. Approaches to Teaching RE

RE makes an important contribution to offering pupils a broad and balanced curriculum. High quality learning opportunities are provided through careful planning and by following the guidance laid out in Cambridgeshire's Locally Agreed Syllabus. Each key stage builds upon the one before, so by the time pupils reach the end of Key Stage Two, they should have had the opportunity to receive a broad, inclusive religious education through the study of: Christianity, Judaism, Hinduism, Islam, Sikhism, Buddhism and Humanism.

In order to make RE a lively, engaging subject, our staff ensure that RE is taught through a variety of teaching methods including: art, music, discussion, drama, the use of artefacts, pictures, stories, reflection and the development of thinking skills. Where possible, we want our pupils to have opportunities whereby they can

encounter local faith communities through visits to local places of worship and from members of local faith communities.

RE is taught through an enquiry-based approach. Each unit of work is comprised of a primary question through which pupils are assessed at the end of a unit. Alongside this, pupils are exposed to a series of smaller questions which helps them to understand the main theme.

RE flourishes when teachers enable pupils to be active, thoughtful, reflective and expressive in their handling of questions about beliefs, religions, spirituality and values. This means that pupils are actively engaged in exploration, reflection and expression, making learning personalised and effective.

3.1 RE Teaching Structure

In accordance with the structure of the Locally Agreed Syllabus, The Shade Primary School will offer the following programme of study:

- Early Years Foundation Stage: Christianity, Judaism, Hinduism, Islam, Sikhism, beliefs represented in class and religious/cultural celebrations in line with the EYFS framework.
- Key Stage One: Christianity, Judaism and Islam.
- Lower Key Stage Two: Christianity, Sikhism, Hinduism, Judaism and Buddhism.
- Upper Key Stage Two: Christianity, Hinduism, Sikhism, Islam and Humanism.

3.2 RE and Pupils with Special Educational Needs

RE is a statutory part of the core curriculum for all pupils including those with learning difficulties. Pupils with special educational needs will not always meet the same expectations in RE as other pupils. Where this is the case, lessons will be tailored to the needs of the pupil in line with their Individual Educational Programme.

3.3 Assessment and Monitoring of RE

As well as acquiring knowledge and skills, it is a key part of religious education that pupils should be encouraged and praised. As with other curriculum subjects, it is important to let pupils know how they are doing and what they must do next to make progress. At The Shade Primary School, assessments will be used by the RE lead to track pupils progress through school and by class teachers to ensure that each pupil is set work that is appropriately challenging. The RE lead will monitor RE provision within the school through analysis of assessment data alongside pupil voice, book looks and lesson observations.

3.4 Statutory Attainment Targets

There are two attainment targets in RE. Our RE provision strives to achieve a close relationship and balance between these targets over a unit of work. These attainment targets are:

- **AT1: Learning about Religion and Belief**

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practises, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

- **AT2: Learning from Religion and Belief**

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and communities, making increasingly insightful links to the specific religions studied.

4. Responsibilities for RE within the School

As well as fulfilling their legal obligations, the members of the Advisory Body and headteacher should also make sure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum
- Those teaching RE are suitably qualified and trained in the subject and have opportunities for CPD
- Teachers are aware of RE's contribution in developing pupils understanding of religion and belief.
- Teachers are aware of RE's duty to promote community cohesion.
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligation on RE and pupils can make good progress (Reception minimum 30 hours per school year, Key Stage One minimum 36 hours per school year and Key Stage Two minimum 45 hours per school year).
- Where there are insufficient teachers in the school who are prepared to teach RE, the headteacher must ensure that pupils receive their entitlement to RE. In these circumstances, headteacher might wish to seek advice from their LA or SACRE.

5. The Right to Withdraw from RE

At The Shade Primary School, we wish to be an inclusive community but we recognise that parents have a legal right to withdraw their child from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when spontaneous questions on religious matters are raised by pupils.

We would ask any parent considering this to contact the head teacher to discuss any concerns they may have regarding this policy, provision of and practice of religious education at our schools.

5.1 Managing the Right of Withdrawal

The Shade Primary School will ensure that:

- Parents who want to withdraw their child are aware of the RE syllabus, its contents, coverage and its relevance to all pupils.
- Parents are given the opportunity to discuss their concerns with the headteacher before withdrawing their child.
- The right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons for a parent's decision need to be given.
- Parents have the right to choose whether or not to withdraw their child without influence from the school.
- A parent's decision to withdraw their child from all or part of RE must be respected. Where RE is integrated in the curriculum, the school will need to discuss the arrangements with parents or carers to explore how the child's withdrawal can be best accommodated.
- Pupils who are withdrawn from RE are supervised; however, the school is not expected to provide additional teaching or to incur extra cost. Pupils will usually be expected to remain on school premises.
- Schools have a legal obligation to provide alternative RE arrangements in line with the kind expected by the parent or carer. This RE could be provided at the school in question if possible, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient. If neither approach is practical, outside arrangements can be made to provide the pupil with the kind of RE requested by the parent or carer. The pupil may be withdrawn from school for a reasonable period of time to allow them to attend an external provider.
- Outside arrangements for RE must be agreed with the LA. The LA must be satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session.

6. Policy Review

This policy will normally be reviewed on a 3-year cycle. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.