



Religious Education Policy

Purpose

Religious Education is a compulsory subject and a statutory requirement of the National Curriculum. It can provide the foundation for many people's lives, and promote acceptance and understanding of other beliefs. Through the teaching of RE, we aim to promote the spiritual, moral and cultural development of all pupils. Alongside this, children develop a perception of themselves within their community. The RE syllabus that we are currently following at Worle Village Primary School is Awareness, Mystery and Values. At Worle Village Primary School, we enable children to develop a sound knowledge for the six major religions. Both religious and nonreligious world views are studied. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions. They show respect towards other cultures by welcoming differences and are accepting of others, therefore being responsible members of the wider world.

Aims

Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience.

The overall aims should enable pupils to:

- **Develop conceptual understanding of religion, religious beliefs and practices** – in order that they can begin to engage in informed reflection and discussion about religions and religion.
- **Develop an informed appreciation of religions** – in order that they can explore religions with openness, interest and enjoyment.
- **Value religious and cultural diversity** – in order to enhance their social and cultural development and to contribute to a more just and civil society.
- **Create meaning from their knowledge and understanding of religions**– in order to enhance their spiritual and moral development.
- **Develop an awareness of the richness of religions and their contributions to society and culture** – in order that they can make increasingly mature judgements about the world in which they live.
- **Recognise commonality and difference within and between religions** – in order to develop respect, openness and curiosity.
- **Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals** – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.
- **Foster sensitivity and respect towards others**- in order to play a responsible part in our community and wider world and make meaningful connections and contributions.

Objectives

- Children will learn about different religions and religious practices – to ensure that religious education provides breadth and balance in both content and approaches to learning so that they become religiously literate.
- Children will learn from religions and religion – to ensure that they are able to: a) create meaning, find relevance and develop personally from their engagement with religious education; b) explore human experience and questions by addressing values, ultimate questions and fundamental concerns about themselves and the world in which they live.
- We provide opportunities for children of all ages and stages to develop their skills and knowledge in each unit and ensure the planned progression built into the syllabus offers the children an increasing challenge as they move through the school. KS2 builds upon KS1. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.

- Children with Special Educational Needs will access the R.E. study units at their own level, starting from where the child is in their own understanding and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child. Often using oracy skills to participate.
- The teaching and learning strategies within RE lessons will vary to ensure that our curriculum is exciting and engaging. Learning in Religious Education takes place in many ways- through art, music, reflection, stories, ICT, writing, drama, discussion, artefacts and being outdoors.
- All teachers will ensure that our children have opportunities to encounter religions, faith and commitment through visits and visitors.
- Our mastery approach ensures we offer differentiated opportunities, where appropriate, to extend learning in order for all to reach their true potential through deeper understanding or academic challenge.
- The children will use ICT to research and present their work and will be aware of the precautions needed and online safety will be interwoven into each session as needed.

The RE Curriculum

At Worle Village Primary School 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 follows the Somerset AMV programme and is planned so there is clear coverage of the main religions across year groups and Key Stages. We study Christianity every year and other Major World Religions including Humanism across the school as set out in the AMV syllabus. See Appendix 1.

As with many subjects RE is best taught in a variety of ways to interest the learner using a variety of teaching and learning styles and strategies as set out in our aims. We follow the curriculum content of the AMV planning and adapt our teaching based on the needs of our children. RE can be cross curricular and it is encouraged to link it with class topics and themes. Also the teaching should be in line with British Values Curriculum and ensure this is taught emphasising the features of respect, tolerance and democracy. We also reinforce the positive values through our weekly Collective Worship.

Foundation Stage

Pupils are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world. This helps them to understand more about the world around them and is in line with the Early Learning Goal - Understanding our World.

Assessment

Teacher assessment is carried out, both formatively and summatively, for each unit of learning and is then tracked by the curriculum leader. RE attainment and effort is reported to parents in our mid-year annual report and then to Governors at the end of the year in our curriculum reports/presentations.

Resources

Religious education resources are stored centrally and are reviewed and updated by the subject lead.

Monitoring and review

The RE lead alongside the Healthy School Curriculum Team review coverage and delivery annually through walk-thru, book scrutiny and discussion. The Subject lead is also a member of the local Hub Network and the RE network for the Kaleidoscope MAT.

Approved by: Rachel Jones

Last reviewed on: 20/09/2023

Next review due by: September 2025