

Endon Hall Primary & Nursery School

'Learning Together and having fun'



Religious Education Policy

Policy in place: July 2020

Reviewed: July 2023

Review date: July 2025

	Member of staff responsible	Senior member of staff
Religious Education	Mr Harrison	Miss Salt

Aims

The role of Religious Education (RE) in schools is to help prepare and equip all pupils for life and citizenship in today's diverse society, through fostering in each pupil an increasing level of religious literacy. At Endon Hall Primary & Nursery School we want to grow and foster in pupils an established knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint, we would like them to become open to engaging with the views of others in a diverse world. This links to our extensive personal development offer.

We deliver RE in line with the Staffordshire Agreed Syllabus – updated 2023

Endon Hall Primary & Nursery School believes that the quintessential aims of Religious Education are as follows:

- To develop knowledge and understanding of Christianity and other major world religions.
- To develop an awareness of spiritual and moral issues arising in children's lives.
- To develop respect and sensitivity for all people.
- To be capable of reflecting on their own experiences and having the ability to develop a personal response to the fundamental questions of life.
- To develop an understanding of and reflect upon what it means to belong.
- To develop an understanding of religious traditions and to appreciate the cultural diversity of Britain today.

Legal requirements

The Education Reform Act 2002 sets out the central aims for the school curriculum. These are:

- To promote the spiritual, moral, cultural, mental and physical development of children at the school and within society.
- To prepare children for the opportunities, responsibilities and experiences of adult life.

Religious Education makes an important contribution to these key aspects of the curriculum. Religious Education is an entitlement for all children, including in the Early Years, with age related expectations set out from the end of Reception to the end of Year 6.

Curriculum organisation

Religious Education will be delivered through a combination of weekly lessons, planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time (averaging one hour per week)
- Cross Curricular learning (where relevant)
- Agency/Visitor input (Assemblies; Local Community links; Visitors from other places of worship)
- Theme days/weeks
- A structured approach across the school to visiting places of worship and/or experiencing religion/spirituality within the school environment.

Fundamental British Values

At Endon Hall Primary & Nursery School, we aim to embed the Fundamental British Values in all aspects of school life. Through explicit links made clear to the children, they are able to explore the following themes:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Due to the context of our school, we strive to ensure our children explore and understand other faiths and beliefs, through learning experiences and educational visits to places of worship.

** See Appendix 1 for links to Fundamental British Values*

Collective Worship

At Endon Hall Primary & Nursery School, we believe that Collective Worship plays an important role in the life of our school. It is an opportunity to celebrate all aspects of school life, to support our curriculum and to provide an opportunity for stillness and reflection in what is often a very busy, active day for our children. Whole school collective worship takes place on a Monday and Friday, then teachers provide their own class collective worship on a Tuesday, Wednesday and Thursday.

Collective worship provides opportunities for our children's Spiritual, Moral, Social and Cultural development and should:

- Contribute to the spiritual, social, moral and cultural development of each child
- Support the Social and Emotional development of our children through the promotion of our school values
- Give expression to, and reaffirm and practise the values of the school community
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals
- Foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others
- Offer an opportunity for stillness and quiet
- Help children to understand the beliefs and views of others, including those of various religious groups
- Help children to begin to understand the nature and purpose of worship.

Legal Status of Collective Worship

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall, on each day, take part in an act of Collective Worship'. We aim to keep the spirit of this legislation, seeking to provide as many high quality acts of worship as is practically possible. To provide children with variety in their experience of worship, acts of worship may take the form of a whole school act of worship for all children or separate acts of worship for classes and/or individual children.

Inclusion

As part of our inclusive approach, **all** children will be given the opportunity to learn in a creative and encouraging learning environment which is accessible and encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels.

Teaching and learning

Endon Hall Primary & Nursery School delivers the Staffordshire Agreed Syllabus in accordance with legal requirements and will provide adequate time and resources to do so. We ensure that children have the opportunity to study a wide range of religions. The requirement is that at Key Stage One, schools should focus on Christianity and one other faith. At Key Stage Two and beyond, schools should focus on Christianity and two other faiths. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills, language, vocabulary and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children increasing challenge as they move through the school.

Curriculum planning in RE encompasses two phases (long-term and medium-term). The long-term plan maps the progression of RE topics studied in each term during each key stage. Our medium-term plans give details of termly units of work – these are guided by the agreed LA syllabus. This indicates the learning stages within the process of delivering RE and the end of year attainment targets.

** See Appendix 2 for end of year group expectations.*

All RE lessons follow a set structure, as suggested in the Staffordshire agreed syllabus. Throughout their time at Endon Hall Primary & Nursery School, children will develop a clear understanding of the required outcomes of a lesson and, as a result of this, the progression in their learning.

The overall objectives are linked to three main aims, enabling children to:

Explore

- Exploring the issue or dimension, encountering the context, following up questions and establishing new knowledge concerning religion, belief and world views.

Engage

- Investigating the impact of beliefs and practices on lifestyles, attitudes and action and considering the ways in which beliefs, spiritual insights and ideas are expressed, engaging with fundamental questions to understand why people respond to life as they do.

Reflect

- Reflecting on equality and diversity, and on personal responses to these aspects to develop their own standpoints and self-understanding.

Cultural Opportunities

As a school, we promote cultural opportunities, to broaden children's experiences and knowledge. Linking to our Healthy Schools Award, we aim to take each class to a different place of worship every year, allowing them to experience first-hand the practices and beliefs of others. Due to our context as a school, these experiences are vital to develop our children's cultural capital. Where physical visits to places of worship are not possible, we aim to invite visitors in/share videos/undertake practical activities that enable children to be immersed in the culture as far as possible.

Foundation Stage

In the Early Years Foundation Stage pupils have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. At Endon Hall, we give young children familiarity with the presence of major faiths and a wide religious vocabulary awareness of the diverse nature of the world around us. They begin their journey of cultural appreciation through topics of celebrations as part of the Knowledge and Understanding of the World strand of the Early Years Foundation Stage curriculum.

Assessment

Assessment is used across the curriculum to ascertain what has been learnt (remembered), to inform planning and to facilitate differentiation. The assessment of children's learning in the core subjects is ongoing, to inform next steps and ensure progress is being made. Children are assessed formatively and summatively in the foundation subjects and subject leaders are expected to know and understand the attainment of children in relation to the National Curriculum. Feedback is given to children during lessons, to support acknowledgement of strengths and next steps.

Endon Hall Primary & Nursery School make use of the Staffordshire levels to give a 'best fit' assessment of each child at the end of the year, these are closely linked with planning outcomes and the three curriculum aims of; explore, engage and reflect. This sets out the expected level of attainment for children at the end of each year group.

At the end of every term the teacher makes a summary judgement about the work of each child in relation to the end of year expectations. This is closely linked to Endon Hall's Assessment Policy where judgements 'below, expected and above' are used. The assessment is recorded through an electronic assessment system and is monitored and reviewed by the Wider Curriculum Lead and Subject Lead, termly.

** See Appendix 2 for end of year group expectations.*

Resources

Resources which support the delivery of RE will be up to date, relevant to children and presented in ways that are consistent with the fundamental aims, values and teaching approaches of RE. Overall responsibility for RE resources is held by the RE subject leader, who also ensures (via the Visitors & Guests in School Policy/risk assessment), that resources to be used by visitors have been approved. In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Monitoring and Evaluation

Ongoing evaluation and monitoring of curriculum delivery is undertaken by the Headteacher and Senior Leadership Team. Monitoring takes place in accordance with the school's formal and informal monitoring cycle and includes lesson observations (formal and informal), book scrutinies, data analysis, external assurance, scrutiny from the Governing Board, consultation with staff, children, parents/carers, and external agencies.

External Agencies

The school's Visitors & Guest Policy/risk assessment will be followed in order to ensure that the role played by external visitors is effective. External contributions to the RE programme will vary and may include:

- Visits to places of Worship
- Charity links/work
- Visits to the school from members of a variety of religious groups

Right to Withdraw

Parents/carers retain the right to withdraw their child/ren from Religious Education [Section 386 Education Act 1996]. Parents/carers do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. All requests to withdraw children from RE lessons must be made in writing. If parents/carers have requested for their child/ren to be withdrawn, alternative arrangements are made and children are placed in a different class (as close to their own year group as possible) during that session.

Religious Education Policy

- Appendix 1 –

Democracy

In the study of RE, it is important that a range of views, perspectives and attitudes can be heard and that all pupils have the opportunity to contribute to debates and discussions.

Teachers who ensure that this objective is fulfilled will be modelling democratic behaviour and, in so doing, reinforcing this particular British value.

The rule of law

RE will involve pupils in learning about and understanding the principles behind a range of codes for human living, which are associated with different faith and belief positions. They will be able to differentiate between state and religious laws and grasp the importance of fairness, justice, equality and order.

Individual liberty

Through their study of a range of religions and non-religious worldviews, pupils will examine important questions relating to human identity as this is shaped by both socio-cultural settings and personal decisions. The value of individual liberty will be highlighted by considering issues such as human freedom, autonomy and desire, along with the place of both faith and reason.

Mutual respect

A vital outcome of pupils' study of RE should be a sense of respect for those who hold a wide range of faith and belief positions. This stance will not preclude the possibility of disagreement. However, pupils will be encouraged to disagree with dignity and respect the right of individuals and groups to hold different perspectives to their own.

Tolerance of those with different faiths and beliefs

The expression of intolerant attitudes has no place in the RE classroom, although attitudes and behaviours that cause harm to others will be considered.

Teachers should aspire to go beyond promoting tolerance of different religions and worldviews by underlining the need to celebrate diversity and encouraging attitudes of respect and trust to develop.

Religious Education Policy

- Appendix 2 -

The age-related expectations can be used as a whole to provide an overview of reasonable expectations of achievement across the three themes of religious education for each year group.

For each statement a pupil can be assessed as

working at greater depth within the expected standard (GDS),

working at the expected standard (EXS) or

working towards the expected standard (WTS):

Assessment

GDS

EXS

WTS

By the end of Reception/EYFS

Explore



Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to themselves, places, objects, materials and living things including faith buildings e.g. the church.

Engage



Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special and unique.

Reflect



Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities, and traditions. They can show how important it is to be part of a community

By the end of Year 1

Explore



Pupils use words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.

Engage



Pupils can talk about the experiences of the world around them, stating what is of value and concern to themselves and others. They use stories to identify ways in which people are special and unique.

Reflect



Pupils can demonstrate awareness that there are many religious traditions/faith communities and that some people do not follow a recognised faith or believe system or identify as being religious.

By the end of Year 2

Explore



Pupils use words and phrases to identify some features of religious life and practices valued by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Engage



Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.

Reflect



Pupils are able to name more than one religious tradition or faith community and can talk about some of the distinctive features of each religious tradition/faith community. They know that some people do not identify as being religious.

By the end of Year 3

Explore



Pupils use a developing vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Engage



Pupils ask important questions about values, commitments, and beliefs, making links between their own and others' responses, attitudes and behaviour.

Reflect



Pupils can identify and distinguish between the faiths and world views being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context. They know that some people do not identify as being religious.

By the end of Year 4

Explore



Pupils use a developing vocabulary to describe and show understanding of sources, practices, beliefs, ideas, and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.

Engage



Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values, and commitments, recognising the implications and consequences of making moral choices.

Reflect



They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values, and choices. They can recognise in themselves and others some reactions to living alongside others who have a different faith or stance. They can explain why some people do not identify as being religious.

By the end of Year 5

Explore



Pupils use an increasingly wide vocabulary to explain the impact of religious beliefs and a non-religious life stance on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues. They

Engage



Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.

Reflect



Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

By the end of Year 6

Explore



Pupils use an increasingly rich vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers for ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. They interpret sources and arguments regarding world views/issues.

Engage



Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning purpose and perceived truth.

Reflect



Focussing on values and commitments pupils consider their own response to the opportunities and challenges of living in a diverse world whilst taking into account the views and experiences of others. They are able to talk about examples of religious cooperation and why this is sometimes difficult.