

DUNNINGTON CE PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY

Date of Policy: June 2024

Date of Review: June 2027

Member(s) of staff responsible: Jessica Bradley

Governor(s) responsible:

Signature of Chair of Governors:

Date:

Growing and learning together, aiming to be the best that we can be, in an environment based on Christian values

RELIGIOUS EDUCATION POLICY

Introduction

At Dunnington C of E Primary School we deliver a RE curriculum which is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We aim to nurture our children as we endeavour to enable pupils to develop the understanding and skills they need to make sense of religion, reflecting on their own ideas and ways of living, as well as developing their own responses to the lives and cultures of others.

Our RE curriculum has been devised, based on the Locally Agreed Syllabus YORK SACRE. This has provided us with an overarching whole-school plan, giving balanced coverage and breadth of different faiths and belief systems. It also allows for progression of skills across the units and year groups. As a church school, the teaching of Christianity is at the heart of the RE curriculum. For this reason, we have also woven in units from the 'Understanding Christianity' syllabus, which enables further enquiry into significant theological concepts of Christianity, and how it all comes together to form a 'Big Story'. Children have opportunity to develop the skills in theology, philosophy and sociology, as well as being exposed to a range of religious texts and artefacts where appropriate.

Our school benefits from very positive links with the local Anglican and Methodist churches. Clergy provide support and share knowledge to further support our RE teaching, based on the events and themes in the Christian calendar.

We provide a range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world view. This has been done through a series of visits from members of different faith communities and other Christian denominations and YOYO (a Christian outreach organisation) who have provided enrichment sessions for the whole school and also in individual classes.

Aims

Based on the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To provide the knowledge to enable children to develop an informed appreciation of religions – in order that they can explore them with openness, interest and enjoyment.
- Recognise commonality and difference within and between religions – in order to develop respect, openness and curiosity.
- To acquire knowledge and understanding of beliefs and practices of a range of a world faiths (Islam, Hinduism, Judaism and Humanism) and worldviews

- To know about and understand Christianity as a diverse, global, living faith, through the exploration of core beliefs
- Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals – in order that children develop respect for individuals and their right to hold beliefs that are different from their own.
- Develop an awareness of the richness of religions and their contributions to society and culture – in order that children can make increasingly mature judgements about the world in which they live.
- To express ideas and insights about the nature, significance and impact of religions and worldviews and its continuing influence over time on cultural heritage
- To gain and deploy the skills needed to engage seriously with religions and worldviews.
- To encourage the understanding for religious and cultural diversity in order to enhance children’s social and cultural development and to contribute to a more just and civil society.
- To create meaning from their knowledge and understanding of religions– in order to enhance their spiritual and moral development.
- To nurture pupils to make their own spiritual journey, enabling them to make wise choices in their lives, informed by their understanding of Christian values and knowledge of other all world faiths and worldviews
- To ensure our statutory responsibility to deliver Religious Education to all pupils is met. We will ensure that adequate curriculum time (*minimum* of 5% of curriculum time) is given to the teaching of RE, through discrete RE lessons, cross curricular links and whole-school RE days . This will enable pupils to meet the expectations set out in the SACRE Agreed Syllabus, ensuring that the curriculum is coherent and showing progression, particularly across transitions between key stages.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders. The Leadership team and the RE subject leader ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

Religious Education, within our school, maintains a balanced approach between:

- **Believing** (*Religious belief, teachings, questions about meaning, purpose and truth*)
- **Expressing** (*Religious and spiritual forms of expression; questions about identity and diversity*)
- **Living** (*Religious practices and ways of living; questions about values and commitments*)

Our RE curriculum:

- is intrinsic to the outworking of our school values, enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions.
- develops conceptual understanding of religion, religious beliefs and practices, to enable children to engage in well informed reflections about religion and belief
- provides opportunities for pupils to understand the role of religious texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Assessment

- Our assessment of pupils will ensure that teachers understand what individual pupils know and can do.
- Teachers refer to and use the learning outcomes in the unit plans of the Agreed Syllabus and the Understanding Christianity units. This allows teachers to ensure that all three core elements are addressed and this enables pupils to make progress in knowledge, understanding and skills throughout the key stage.
- Informal assessments are made within and after lessons through observation, discussion and verbal feedback, peer and self-assessment, reflection and marking.
- Along with other core subjects, teachers report to the RE Subject Leader, indicating whether children are working below, in line with, or above the expected standard for their age.
- The RE Subject Leader collates this information to enable comparison and parity between attainment in other core and foundation subjects.
- The RE Subject leader and Senior Leadership team carry out regular planning and book scrutiny to ensure consistency across the school

- To ensure progression and to support continued monitoring and development of RE, children's books are passed on each year for use.
- The RE Subject Leader reports to governors annually.
- The RE Subject Leader gathers Pupil Voice opinions on how RE is perceived by pupils.

Curriculum balance and time

Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

Long term whole school plan for RE

This is based on the Locally Agreed Syllabus YORK SACRE and the Understanding Christianity units, and planned by with RE Subject leader and staff, to ensure a balance of different faiths over the year groups and a solid framework for skills progression.

Age	Faiths covered (Faiths in bold are the <i>main</i> focus for the unit)
EYFS	Christianity , Islam , Hinduism
Y1 and 2	Christianity , Islam
Y3 and 4	Christianity, Judaism, Hinduism
Y5	Different Christian denominations, Judaism , Islam
Y6	Atheism, Agnoticism, Humanism , Hinduism

Legal Requirements and Withdrawal

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28) The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play group

We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision, for both requests for full or partial withdrawal.

