St. Giles CE Primary School

Religious Education Policy

St. Giles Primary School follows the Education Act 1996, which states that schools must provide religious education for all registered pupils although parents can choose to request to withdraw their children. RE in St. Giles Primary School must be taught according to the Derbyshire Agreed Syllabus for RE 2020 - 2025, which supports the aims for education, outlined in the National Curriculum.

- ❖ to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- ❖ prepare pupils for the opportunities, responsibilities and experiences of later life.

The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The Derbyshire Agreed Syllabus elaborates this Principal Aim by:
The curriculum for RE aims to ensure that all pupils:

1. **Know about and understand a range of religions and worldviews , so that they can:**

• describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
• identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom2 found in religions and worldviews
• appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. **Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

• explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
• express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
• appreciate and appraise varied dimensions of religion.

3. **Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
• enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
• articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

<u>Aims of Religious Education at St. Giles Primary School</u>

RE at St Giles School seeks to achieve this Principal Aim by:

- ❖ **provoking challenging questions** about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- ❖ **developing pupils' knowledge and understanding** of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- ❖ offering opportunities for **personal reflection** and **spiritual development**.

- **enhancing pupils' awareness and understanding** of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures .
- **encouraging pupils to learn from** different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- **challenging pupils** to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- encouraging pupils to **develop their sense of identity and belonging**.
- enabling them to **flourish** individually within their communities and as citizens in a pluralistic society and global community.
- enabling pupils to **develop respect for and sensitivity to others**, in particular those whose faiths and beliefs are different from their own, while not discouraging them from expressing their own positions on matters of faith and belief.
- **promoting discernment** and enabling pupils to combat prejudice.

Inclusion and RE

At St. Giles Primary School, all pupils are entitled to full access to the RE curriculum. However, parents who wish to exercise the right to withdraw their child from RE may do so in consultation with the Head Teacher. Teachers should be mindful of the range of abilities of the children in their class and differentiate the curriculum accordingly.

Which Religions Are To Be Taught?

In selecting content teachers should be mindful of:

The following religions will be drawn upon in each year for more detailed study:

	Religions to be studied in depth	
EYFS	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it	Annually
KS1	Christianity, Islam or Judaism	2 Year Cycle
KS2	Christianity, Islam, Judaism & Hinduism	2 year cycle

This is the minimum range of religions to be taught, teachers may include others if it is relevant to the school community, or the key question of study.

Pupils will be made aware of the key festivals of the Christian and other major religions on an annual basis - in the case of Christian festivals, particular regard is given to: Christmas, Easter, Pentecost, Harvest, and Remembrance Day.

The teaching of the Agreed Syllabus will be complemented by the use of Understanding Christianity. An overview of Key Questions is in the Appendix.

Time allocated to RE curriculum

In St. Giles Primary School RE is allocated a minimum of 5% curriculum time, for example:

- **36 hours per year at EYFS** – e.g. 50 minutes per week, or some short sessions implemented through continuous provision,
- **36 hours per year at KS1** - e.g. 50 minutes a week, or an RE week each term where 12+ hours of RE are taught
- **45 hours per year at KS2** - e.g. an hour a week, or a series of RE days where 45+ hours of RE are taught

The teaching of RE is mandatory and must be distinct from time spent Collective Worship or assemblies.

Pupils are taught by their class teacher. However teachers maintain the right to withdraw from teaching RE, and in such cases alternative arrangements will be made to ensure coverage for the classes affected.

Teaching of RE takes place in a variety of ways and children are given opportunities to work individually and collaboratively, presenting their work in a range of forms, e.g. written work, art work and role-play. Visits and visitors will be used to enhance and support the teaching of RE where possible.

RE can be taught flexibly: an RE themed day or w eek of study may complement, but not usually replace the regular programme of timetables lessons.

Assessment and Recording

Pupils provide evidence of their achievements not only in writing, but also through discussion and other class activities. The professional judgement of the teacher is central to the assessment of pupil progress in RE. Opportunities for assessment are included in the Derbyshire Agreed Syllabus (Section D1, D2 & D3) Pupils are assessed using a 'without levels' system three times per academic year.

Pupils progress in RE is reported annually to parents and may also be discussed at parents' evenings.

The Role of the Governors

For Voluntary Aided Schools with a religious character Religious Education is the responsibility of the Governing Body.

The RE syllabus outlined in this statement of policy is recommended by Diocesan Board of Education for adoption by the Board of Governors as it has been written to reflect the religious foundation of a Voluntary Aided school in the Derby Diocese. Teaching RE in VA schools reflects and promotes a Christian ethos and Christian values whilst allowing for the freedom of pupils to hold and express different beliefs.

The Role of the RE Co-ordinator

The RE Co-ordinator has a responsibility to:

- 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 and to share good practice with colleagues (and pupils) in our school. This is done through reading and sharing appropriate information from LA RE Newsletters and annual SACRE reports, attendance on appropriate training courses;
- be the first point of contact between the school and the wider community with regard to any issues or initiatives involving RE;

- actively promote effective RE within the school and its community and to keep the profile of RE high within the school;
- keeps the Governors informed as to the teaching, progress and attainment of pupils in the school

RE and Collective Worship

St Giles C of E Primary School not deliver RE through acts of Collective Worship. Occasionally resources introduced to pupils in Collective Worship, such as an outside speaker, a theatre in education performance, a piece of music may later be discussed and developed in the classroom as a stimulus to the RE lesson, but this would be an exception and not the rule. Collective Worship does not count towards the recommended 5% curriculum entitlement time, see above.

Collective Worship can be used as an opportunity for pupils to share with a wider audience an experience or achievement that has come out of their RE curriculum, for example: an account of a visit to a place of worship; a re-telling of a festival story; the reading of a prayer etc. It may also be expressed in services of celebration held in St Giles' Church, such as those at Christmas, Easter and Harvest, .

Collective Worship is the shared responsibility of the Head, Teachers, members of the clergy and congregation of St Giles Church, Matlock Area Schools Trust (MAST) and Open the Book.

Date: April 2020

Review Date: April 2021

APPENDIX

Religious Education Key Questions Overview

	EYFS (Discovering)	KS1 (Exploring)	LKS2 (Connecting)	UKS2 (Connecting)
BELIEVING **(Religious beliefs, teaching, sources; questions about meaning, purpose and truths.**		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 why do some people believe that God exists?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
				U2.3 What do religions say to us when life gets hard?
EXPRESSING **(religious and spiritual forms of expression; questions about identity and diversity)**	F3 What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4 What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
				U2.6 What does it mean to be a Muslim in Britain today?
LIVING **(Religious practices and ways of living; questions about values and commitments)**	F5 Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in the Bible today? L2.8 What does it mean to be a Hindu in Britain today?	U2.7 What matters most to Christians and Humanists?
		1.8 How should be care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?
	F6 what is special about our world.			