

Orleans Primary School



RE Policy

Governor's Committee Responsible	Quality and Standards
Status	Non-Statutory
Review Cycle	Annual
Date written/last review	January 2022
Date of next review	January 2023

Signed: Chair of Quality and Standards Committee:

Signed: Headteacher:

Signed Subject Leader:

RE POLICY FOR ORLEANS PRIMARY SCHOOL

Vision

At Orleans, part of our vision is to 'Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities'.

Our Curriculum Aims and Intent for RE

RE enables children to investigate and reflect on some of the most fundamental questions asked by people. At Orleans Primary School we develop the children's knowledge and understanding of the major world faiths and cultures. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children and staff within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions. We also ensure that the children link their learning to the relevant articles of the UNCRC.

The aims and objectives of the RE curriculum are to help children:

- Foster the development of positive attitudes in order to encourage pupils to see themselves as an equal, valued and valid part of the school and community.
- Develop a respect for and understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Giving the children confidence to speak coherently and empathetically towards religious beliefs.
- Become responsible for their own behaviour and to develop a moral understanding of the need for good behaviour.
- Encourage a willingness to act in a way which benefits the needs of both themselves and others.
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain.
- Have a respect and coherent understanding for other people's views and to celebrate the diversity in society.
- Develop an understanding of what it means to be committed to a personal faith whilst respecting others beliefs, attitudes, practices and rituals that people engage in.
- To understand that a religious faith helps some people reflect and draw upon their own moral and spiritual experiences in order to develop a personal response to day to day life.
- Develop, investigative and research skills in order to enable them to make reasoned judgements about religious issues.
- To foster and evolve children's awareness of their rights in relation to religion as outlined in the UNCRC.
- Foster feelings of awe, wonder and mystery which are often the source of spiritual experiences with sensitivity, openness and respect.

The Legal Position of Religious Education

Section 78 (1) of the 2002 Education Act states that the curriculum should offer a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Implementation of RE

'All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.'

(The Right Hon, Michael Gove, former Secretary of State for Education, 2013 RE Review and new 'non-statutory' National Curriculum Framework for RE)

Religious Education is a non- core subject within the National Curriculum (2014), but must be taught and included in the curriculum for all registered children in school. All children are given the opportunity to cover the RE Curriculum relevant to their Key Stage and year group.

At Orleans, we follow the local authority's Agreed Syllabus for RE – created by the Richmond SACRE (Standing Advisory Council for RE). https://richmond.gov.uk/media/18564/sacre_agreed_syllabus.pdf

RE is taught in discrete units, allowing children to achieve a greater depth of understanding of Religion and the world around them.

We believe our RE lessons should not only develop children's understanding of main world religions, but also those that reflect our local community. Christianity and Islam are therefore studied in greater depth than any other religion. The Richmond Agreed Syllabus also states that schools in Richmond upon Thames 'should ensure that more material is drawn from Christianity within each Key Stage than from other single religions or belief systems'. Therefore, every year group learns about the Christian faith during the season of Advent and in preparation for Christmas.

Orleans Primary bases our teaching and learning style on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them and others around them. Our teaching enables children to extend their own values, which promotes their learning and development. We encourage children to think about their own views and values in relation to the themes and topics studied in our RE curriculum. Pupils are encouraged to question and discuss ideas.

Work produced in class by the children – whether this be written or through group discussions, help promote and combine their expanding literacy and communicative skill set. Children are given feedback and are supported on how to improve their work and to move their learning forward. For example through a more structured verbal answer or through writing using the correct vocabulary when learning about different

religions. Lessons are evaluated and used to inform next steps and future planning. The subject Leader monitors RE and parents are kept informed of their child's progress in the end of year report.

All children have access to activities and resources linked to the programme of study relevant to their developmental needs. In some activities, students with SEN will take part in the same way as their peers. Activities may be differentiated so that they can work towards the same lesson objective.

Cultural Capital

We use wide experiences of religious festivals such as Eid, Diwali, Christmas, etc, to develop pupils understanding and thinking. This is further enhanced through:

- Assemblies

We use weekly SMSC assemblies as another avenue to learn about religions and spiritual teachings, and to celebrate our diverse community. Our assemblies may introduce religions that are not covered in the class curriculum, and are used as a platform for discussion and exploration of religious festivals and celebrations that happen throughout the year.

- Visitors

We welcome people (children from other classes, families and visitors from the community) from different religious groups to visit Orleans and share their beliefs and practices with the children and share their knowledge and experiences of their religion with the class, and to respond to the children's pre-prepared questions.

- Trips

At Orleans we recognise the importance of learning about religion from religious experiences. Therefore through trips to places of worship, we provide our children the opportunity to talk and learn from religious people. All children participate at least one trip to a Christian place of worship and in Key Stage 2 a supplementary trip to another religious place of worship.

How the curriculum is taught at our school

All religions will be taught to give pupils a balanced RE education so that they can:

- Acquire knowledge and understanding of religious beliefs and insights
- Understand that different people have different beliefs and become tolerant citizens
- Understand some of the language, concepts, symbols and expressions of faith they are studying through artefacts and hands on activities
- Be encouraged to experience, through feelings and emotions and to think about the natural world and their place within it

RE is taught throughout the whole school from Nursery through to Year 6. In the foundation stage it is essentially the same as that in other stages of a child's education, namely, 'to learn about and learn from religious and spiritual insights, beliefs and practices.' We follow the Development Matters guidance to aid planning and support children to explore the world of religion in terms, for example, of special people, books, times, places and objects. RE in the Early Years Foundation Stage is not a stand-alone subject but is an essential part of provision in order for children to achieve expected levels at the end of Foundation Stage, particularly in the People and Communities strand of Understanding the World.

In Key Stage 1 and 2 we plan our RE curriculum in accordance with the London Borough of Richmond's Agreed Syllabus. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. Children are challenged by teachers asking key questions by probing their explanations and encouraging mastery of the subject through discussion and talk.

RE is taught through unit themes and encompasses many other areas of learning for example Art, Computing, Humanities, sustainability, English, Maths, PSHE, cooking, role play and Music. Parents, carers and other family members as well as members of the community are encouraged to participate both in the classroom and at some assemblies and we welcome their contribution and experience.

RE at Orleans Primary School contributes to the spiritual, moral, social and cultural development of all pupils both as individuals and as members of the local community and the wider society. In RE there is a strong link to British Values and pupils will engage, 'with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain' (Ofsted guidance to inspectors, April 2015).

Impact of the RE Curriculum

Children are encouraged to work to their full potential and develop in the following skills:

- Children will leave Orleans Primary School having an empathy and understanding of people's views and faiths alongside understanding that everyone has a right to their own opinions.
- Pupils will have a knowledge, which enables them to question, and think critically about the world around them.
- Children will explore a wide range of philosophical topics in a safe environment and will be encouraged to discuss and debate their ideas with peers.
- Pupils will be able to confidently recall key RE knowledge and be able to apply their knowledge and skills across the curriculum.

Equal Opportunities

Pupils are entitled to a broad, balanced and relevant religious curriculum regardless of the pupils gender, ethnic background, learning difficulty/and or disability.

Health and Safety

The school has a Health and Safety Policy which is observed during all teaching sessions.

Withdrawal

Orleans Primary School respects the right of any parent who wishes to withdraw their child from RE lessons and the church assemblies. Parents who wish to withdraw their children, because of personal choice of religious affiliations are permitted to do so, once they have made formal written request to the school, and this has been agreed by the Headteacher in advance. Discussion will then take place on the practicalities of the request.

The school will inform parents to their right to do this at the start of their child's time at our school and in the transition meetings during the summer term.

Reviewed and updated: January 2022

Policy to be reviewed: January 2023

Signed: _____ Head Teacher

Signed: _____ Chair of Quality and Standards