

Religious Education Policy

Our mission is to inspire, nurture and challenge every learner to achieve their full potential.

Introduction

At Holbrook Primary School we recognise the integral contribution of Religious Education (RE) to a child's personal, spiritual, moral, cultural, social and emotional development. RE is a vital part of the curriculum for all children and actively promotes the values of truth, justice, respect for all and care for the environment. It is an opportunity to develop these and other values that underpin many aspects of school life.

We provide a broad and balanced RE curriculum in the form of the locally agreed syllabus which is taught throughout the school. The children learn both *about* religion and belief and *from* religion and belief and takes an enquiry-based approach through a range of key questions. 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.

The teaching approaches adopted aim to provide pupils with opportunities to develop the key skills in RE and enables pupils to enquire, investigate, reflect on some challenging and thought-provoking questions. RE incorporates influence of religion in the ever-changing local, national and global community. Children can reflect on what it means to have a faith and to develop their own spiritual knowledge, understanding and responses as learners, as individuals and as citizens.

Aims

The aims of Religious Education at Holbrook Primary School are for children to:

- Learn about Religion and Belief;
- Learn from Religion and Belief.

This will enable pupils to

- engage in key questions arising from the study of religion and belief;
- have respect for other peoples' views and to celebrate the diversity in society;
- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions;
- develop understanding and knowledge of British values and begin to demonstrate them;
- be able to reflect on their own experiences and to develop a response to some fundamental questions of life; preparing them for life as citizens in society today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious and other global issues.

RE does **not** seek to urge religious beliefs on pupils or compromise the integrity of their own beliefs by promoting one religion over another and RE is **not** the same as Holbrook School assemblies each day although they have an important contribution to make to a child's RE learning.

Principles of Practice

RE is a statutory subject taught to children so that they learn about and from religions. Pupils learn the subject specific skills in a context taught by the teacher, e.g. taught as a separate subject or linked where appropriate to other subjects. Whichever approach is used, pupils use skills specific to RE.

Teaching and learning styles vary in RE to allow children both to learn *about* religions and beliefs and learn *from* religions and beliefs.

Teaching enables children to extend their own sense of values and promotes their spiritual growth and development. Children are encouraged to develop their own views and values in relation to the themes and topics studied in the RE curriculum.

Local people of different faiths, Charities or parents are invited into school to talk to the children about special events or celebrations within their religion, especially when it is linked to a particular topic, theme or key question.

Children in KS1 have the opportunity to visit Trowbridge Mosque and a local Church as part of their RE learning. Opportunities for trips to support learning in RE in KS2 are designed by teachers (e.g. Christingle service, LIFE exhibition).

Learning and Teaching

We plan our Religious Education curriculum in accordance with the Wiltshire LEA's Agreed Syllabus which is a two- year rolling programme. We ensure that the topics studied in religious education build upon prior learning. There are opportunities for children of all abilities to develop their skills and knowledge in each unit, and there is planned progression built into the scheme of work which offers the children an increasing challenge as they move through the school.

In Foundation Stage RE forms part of 'Understanding the World' and is partly taught, as outlined in EYFS and Wiltshire Agreed Syllabus but also through any opportunities that arise to share, discuss or celebrate any aspects of religion or religious beliefs. This is also true of some other year groups in addition to their RE teaching.

Discovery RE is used as a resource to teach the Agreed Syllabus.

Inclusion

At Holbrook all children have full access to RE lessons and children are taught and encouraged to fully respect and share differing ideas and beliefs, including religious beliefs, regardless of race, gender ability or disability. Suitable learning opportunities are provided for all children by matching the challenge and type of task to the ability of the child and questions which stretch and extend all levels of thinking will be used.

Assessment and Recording

Assessment is carried out by teachers in the course of the normal class activity. This is done by a combination of observations, discussions with pupils, photographs, written or created work, and specific assessment tasks.

Understanding the World levels and progress are recorded by the EYFS teachers for each child.

Levels of attainment are recorded on skills grids for KS1 and KS2 pupils at the end of each school year. Pupils are graded as emerging skills, established skills or exceeded expectations. RE is included as part of the annual end of year report to parents.

Monitoring and Evaluation

The quality of teaching in RE, the standards attained by pupils, and their progress usually take the form of pupil or teacher conferencing and evidence of work by the RE subject leader

The RE subject leader will ensure the link to the Agreed Syllabus and Discovery RE scheme are available to all staff and offer support to colleagues for teaching RE. The Subject Leader receives updates from Wiltshire SACRE to remain abreast of current developments in the subject.

Conclusion

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.

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