



Queen's Hill Primary School

Religious Education Policy

Reviewed October 2022

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Context

Religious Education is an entitlement for all pupils and its place in the school curriculum offers children an opportunity to develop a better understanding of themselves, the community of which they are a part and the world in which they live.

At Queen's Hill Primary School, Religious Education is provided in line with legal requirements set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998 as follows;

- RE is not within the National Curriculum however all maintained schools must follow the requirements to teach a broad and balanced curriculum, which includes RE.
- All maintained schools therefore have a statutory duty to teach RE.
- Schools must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'
- RE must be included in the curriculum for all registered pupils, including in Reception classes but excluding pupils in nursery classes in primary schools.

The National Curriculum states the legal requirement that: 'Every state-funded school must offer a curriculum, which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

(National Curriculum in England: Framework Document, DfE, September 2013. p4)

Vision and Aims

At Queen's Hill Primary and Nursery School, we aim to provide children with a safe and open environment in which they feel supported to consider life's big questions. Our objective is for children to feel secure enough to contemplate the complexities of life, in order that they can begin to make sense of what they themselves believe and start to develop their identity both as individuals and as global citizens. Children will learn to appraise the value of differing sources of information, to express their insights in response to these and to agree or disagree respectfully, promoting a culture of tolerance and understanding.

At Queen's Hill Primary School, we have established a close link with the church community in order for children to be able to see Christian life, worship and commitments first hand. We recognise and mark the celebrations of the Christian year through holding special assemblies

with time for reflection, prayer and music, and through activities both inside the classroom and using our outdoor classroom spaces.

We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The Religious Education programme seeks to be sensitive to the home background of each child; it is not the function of Religious Education to promote or disparage any given religious or worldview beliefs and/or opinions.

Curriculum

The RE curriculum at Queen's Hill Primary School is determined by Norfolk Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. We follow the most recent Norfolk Agreed Syllabus, which became statutory in maintained schools in September 2019.

The purpose of study statement concludes that, 'RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.'

The Religious Studies curriculum at Queen's Hill Primary and Nursery School will promote the spiritual, moral, social and cultural development of our children. Our curriculum will also prepare our pupils for the opportunities, responsibilities and experiences of later life. Children will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live, while making academically informed judgements about important matters of religion and belief.

The Norfolk syllabus has been written with the aim of developing religious literacy through promoting an understanding of religion and worldviews using a multi-disciplinary approach.

These approaches are Theology, Philosophy and Human/Social Sciences, which encompass the strands of:

- Thinking through believing
- Thinking through thinking
- Thinking through living

These are explored through half-termly learning enquiries planned across a sequence of lessons.

Through following the Norfolk Agreed Syllabus, children will:

- Know and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- Gain and deploy skills rooted in theology, philosophy and the human/social sciences to engage critically with religious and non-religious worldviews.

The Norfolk Agreed syllabus has been designed to ensure that as children encounter each enquiry, previous learning is built upon and opportunities are offered for all children to develop their skills and knowledge in the subject. The progression built into the scheme of work offers children an increasing challenge as they move through the school.

EYFS

In the Early Years Foundation Stage, children are exposed to Christianity as well as a range of other world religions. Children are taught about festivals as they take place throughout the year and are introduced to the idea of special books, buildings and objects. Children are given opportunities to think about and ask questions regarding the world around them and what is of value to them. As the EYFS team plan in accordance to the EYFS curriculum, objectives are set out under the Personal, Social and Emotional Development and Understanding the World areas of learning.

SEND (Special Educational Needs and Disabilities)

At Queen's Hill Primary School, we teach RE to all children, whatever their background and ability. RE forms part of the school curriculum policy to provide a broad and balanced education towards all children. RE can be a complex and abstract subject for many children seemingly remote to their own lived experience, however at our school class teachers consider what additional or different requirements they need to make to their teaching rather than finding an alternative or replacement learning for children with SEND in their classrooms. Through our religious education teaching, we provide learning opportunities that enable all pupils to make progress.

Assessment and Reporting

Children's work in RE is assessed using informal judgements gathered mainly through observation as the subject lends itself to discussion, drama and visual experiences amongst others. Marking written work makes up a small part of a child's overall assessment. The Agreed Syllabus provides descriptors of levels of attainment to support teachers with this process. It is important to note that teachers are not assessing a child's spirituality or degree of personal belief but their knowledge and understanding of topics covered and their development of key skills in these areas. As a school, we are required to report pupils' progress in Religious Education to parents except those of nursery children and those have withdrawn their children under section 71 of the School Standards and Framework Act 1998.

Monitoring and Review

Class teachers are responsible for the assessment and monitoring of pupil's progress each term. The RE lead is responsible for monitoring the standards of the children's work and the adherence to the scheme of work. The subject lead has opportunities throughout the school year to observe lessons, look at topic books and collect pupil and staff voice. The RE lead also supports staff with planning, using resources and the teaching of RE through CPD, staff meetings and on request. An action plan is produced annually identifying priorities and subject improvement points and a termly subject report is written by the subject lead, evaluating the strengths and next steps in the subject and measuring progress against the action plan.

Cross-curricular links

At Queen's Hill Primary School, children in Y1 to Y6 receive approximately an hour a week of RE lessons; some of these are accessed through a cross-curricular approach, which can strengthen all subjects involved and lead to more creative and exciting learning experiences. Links can be made to many other subjects such as art, music and history for example. RE can also contribute significantly to the teaching of English by actively promoting the skills of speaking, listening, reading and writing. Planning often includes opportunities for debate, discussion and interview methods, drama and role-play. Children are taught techniques to be able to agree and disagree respectfully and give reasons for their views. Writing and RE are closely linked and planning includes dedicated time to research, plan and produce and extended piece of writing with an RE theme.

Resources

Artefacts are organised into year group topic boxes, linked to the enquiries studied through the scheme of work. Exploring artefacts gives children a hands-on opportunity and can help pupils to engage with and understand aspects of religion from different perspectives inspiring a sense of wonderment and intrigue. In particular, the use of artefacts can be used to help pupils develop specific RE skills including recognising and naming various features of religions and expressing their own and others' views. Artefacts can be used in a variety of teaching and learning activities and many items can be used in a multitude of ways, depending on the skills the teacher wishes to develop. Children are taught the correct terminology and how to handle and discuss artefacts in a respectful way.

Trips and Visitors

Trips and religious visitors to school can be an invaluable experience for children, bringing the topic they are exploring to life and providing context to their learning. The RE lead supports class teachers to arrange visitors to school and year group trips and our school has developed links to several places of worship and religious representatives from our surrounding community. Previous experiences have included a visit to the local synagogue for Y1 children, an Imam from the mosque visiting school and the Reverend from our local church hosting assemblies and Q&A sessions.

Collective Worship

All schools must provide a daily act of collective worship for all pupils. The aim of collective worship is to develop pupils socially, morally, spiritually and culturally (1994) and to promote British Values (2014). Collective worship is required to be broadly Christian, which may include exploring cultural traditions, listening to moral stories and discussing British values such as tolerance, democracy and liberty.

Although some themes will be similar, collective worship runs alongside RE and is not part of the RE curriculum. It does not count towards the teaching time of RE.

Withdrawal from RE

In Queen's Hill Primary School, as with all schools in the UK, parents have the right to withdraw their child totally or partially from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. Education Act 1944, sections 25(4) and 30 (re-enacted in 1988). Parents can withdraw their child without giving any explanation and the school must enable parents to exercise this legal entitlement. Parents are asked to contact the Headteacher if they wish to withdraw their child. Teachers may also withdraw from the delivery of Religious Education and do not have to give reasons for their decision. The

Headteacher has a duty to ensure that their classes still receive their entitlement of RE.
Currently no members of staff exercises this right.