



Kell Bank Church of England Primary School
Executive Headteacher: Mrs Kathleen Allison

RELIGIOUS EDUCATION POLICY 2016

BACKGROUND TO RELIGIOUS EDUCATION AT OUR SCHOOL

At Kell Bank Church of England (Voluntary Controlled) Primary School, religious education (RE) is taught in accordance with the North Yorkshire Agreed Syllabus of Religious Education 2013-2018 and reflects the distinctive and inclusive ethos of our Anglican foundation. Along with the national curriculum subjects, religious education forms the basic curriculum.

The purpose of religious education is to enable children to **learn about religions** and to **learn from religion** and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child's family is respected at all times. We pride ourselves on being an inclusive school that celebrates individuals.

RIGHT OF WITHDRAWAL

Parents do have a legal right to withdraw their children from religious education. If a parent wishes to exercise this right, either in part or wholly, they should contact the Headteacher. It is hoped that parents will discuss their concerns with the Headteacher before coming to a decision on this matter. Teachers may also withdraw from the teaching of RE (DFE Circular 1/94 paragraphs 44-49).

VALUES AND AIMS

We believe at this school that our RE curriculum both supports and strengthens what we aim to do in every aspect of school life. Our Religious Education is concerned with enabling pupils develop an open, sensitive and reflective approach to understanding humankind's varied religious practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.

RE at Kell Bank CE VC School should also help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions, represented in Great Britain,
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community
- recognise the right of people to hold different beliefs within an ethnically and socially diverse society.
- develop the ability to make reasoned and informed judgements about
- religious and moral issues with reference to the teachings of the principal religions
- make their own spiritual journey; enhance their own **spiritual, moral, social and cultural** development by
 - a) developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;

- b) responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
- c) reflecting on their own beliefs, values and experiences in the light of their study;
- d) expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;

TEACHING AND LEARNING OF RELIGIOUS EDUCATION

Learning

At Kell Bank CE VC we challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses in various way.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Religious Education has two closely related aspects:

Learning about Religion (AT 1) and Learning from Religion (AT 2)

AT1 Learning about Religion

- identify, name, describe and give an account, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

AT2 Learning from Religion

- respond to religious and moral issues in an informed and considered manner;
- reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- identify and respond to the question of meaning within religion.

Teaching

Long Term Plan (LTP):

Planning for R.E. follows the North Yorkshire Agreed Syllabus and is structured by the school to ensure that the syllabus is covered effectively. The last review of the school's long term plans (LTP) for RE was in the **Autumn Term 2015**. The LTP takes into account of the EYFS/KS1 and KS2 Classes organisation at Kell Bank CE VC School. Key Stage 1 cover the syllabus in a two year rolling programme and KS2 do this in a four year rolling programme. Support materials for the LTP come from NYCC Advisory Service (both "Old" and "New" units of work) and additional guidance from RE Today documents are used.

Medium Term Plan (MTP):

Teachers are asked to ensure that they choose one or two main Learning Outcome per session. They should plan clearly how the learning outcome(s) for the session could be achieved through a sequence of structured learning activities. Care should be taken to ensure that learning activities are appropriate, not only to the ages and

aptitudes of pupils at the particular Key Stage, but also matched to the learning needs of individual pupils.

The North Yorkshire Agreed Syllabus:

Children in **KS1** will be enabled to:

Learn a bout religion and belief (AT1)

Knowledge, skills and understanding in finding out about:

- A wide range of religious stories from sacred writings: learners will **talk about their meanings and respond sensitively to them.**
- Different celebrations and ways of worshipping in religion, **noticing some similarities** between them.
- Signs of belonging to religions, and symbols with meaning for religious people, **noticing this makes a difference in life.**
- Ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children **respond creatively** themselves.
- Children begin to **use a range of religious words.**

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions about:

- Myself, and community, **responding to examples** of how religion makes a difference to individuals, families and communities.
- **Puzzling questions and beliefs, asking and responding imaginatively to** puzzling questions and sharing their thoughts;
- **Values and commitments, engaging with questions about** what matters most and thinking about some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness.

Children in **KS2** will be enabled to:

Learn about religion and belief (AT1)

Knowledge skills and understanding in investigating:

Beliefs, teachings and sources

- Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study;

Practices and lifestyles

- Pupils will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society;

Expressing meaning

- Pupils will find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages.

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions of:

Identity, diversity and belonging

- Pupils will reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study;

Meaning, purpose and truth

- Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives;

Values and commitments

- Pupils will explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of RE at this school.

RE teaching specifically draws on the following **resources/method:**

- visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
- role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
- artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge
- parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaged in learning.

Enriched Curriculum Planning

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

ASSESSMENT, RECORDING AND REPORTING

The Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined following the Eight Level Scale which is currently the requirement of the North Yorkshire Agreed Syllabus for Religious Education 2013-2018 (Appendix 4). Assessment takes into account the school focus on the whole child ensuring the nurture and well being of each individual. Individual records of achievement document national curriculum levels and school reports are sent home in the summer term of each year.

When assessing learning in Religious Education teachers should ensure that they use a range of strategies. A variety of forms of assessment should be used. These should ensure that opportunities are provided for pupils to reflect upon experience and explore feelings as well as concepts. It is important to develop ways, which assess pupils' insight, empathy and imagination. Forms of assessment might include:

- Pupil self assessment
- Teacher observation of peer discussions
- Teacher observations of and conversations with individuals or groups of pupils
- Pupils' written work
- Audio visual presentations
- Inventing and making games
- Personal responses through art, poetry, dance, drama, role-play or other creative work.

TIME ALLOCATION

In line with the requirements of the North Yorkshire Agreed Syllabus of Religious Education 2013-2018 we plan to for RE will be delivered flexibly according to the statutory requirements of the EYFS at Foundation Stage. This means in practice that schools are expected to allocate:

5-7s: 36 hours per year (e.g. 50 minutes a week, or an RE week each term)

7-11s: 45 hours per year (e.g. an hour a week, a series of RE days)

Time allocation does include visits and RE curriculum days.

ENTITLEMENT/ EQUAL OPPORTUNITIES

Religious Education makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils.

Learning in RE should enable all pupils to:

- Respect self and be sensitive to the needs of others
- Challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio-economic group.

LEADERSHIP AND MANAGEMENT

The RE subject leader, in consultation with the head teacher, manages the implementation of Religious Education in the school. This includes reviewing policy, curriculum provision, resources and, where directed by the headteacher, the evaluating and monitoring of standards achieved in RE.

Last review of policy: Spring 2016

Approved by Governors: *awaiting approval* Date:

Next review due: Spring 2018