



Preston Candover CE Primary School
Love, Hope and Justice

Religious Education Policy

Our policies reflect our Christian ethos and are in accordance with all statutory safeguarding requirements.

Review Date: September 2023

Legal Requirement

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. At Preston Candover Church of England Primary School, RE will be taught in line with the county agreed syllabus "Living Difference IV", the school's trust deed.

Section 352 of the Education Act 1996 identifies the distinctive place of religious education as part of the basic curriculum alongside the National Curriculum. Religious education is to have equal standing in relation to the core and foundation subjects within the school. It differs from the subjects of the National Curriculum only in that it is not subject to national prescription. It is a matter for the Agreed Syllabus Conferences to recommend locally prescribed procedures for the local authority (LA).

This approach to religious education is consistent with the United Nations Convention on the Rights of the Child, particularly Articles 12, 13, 14 and 30, and supports the work of rights respecting education (RRE).

Religious Education at Preston Candover Church of England Primary School will provide children the opportunity to explore Christianity in accordance with the principles of the Church of England and acquire knowledge of the beliefs and practices of other Christian denominations, faiths and traditional beliefs.

In accordance with the Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002, RE in our school will:

- Be taught to all children and young people except for those withdrawn at the wish of their parents.
- Reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain
- Not be designed to convert pupils, or to urge a particular religion or religious belief on pupils

Aims

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths
- To teach tolerance and challenge prejudice towards people of different faiths and traditional beliefs through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multilingual society
- To enable pupils to make a positive contribution to diverse and rapidly changing world.
- To contribute to the SMSC development of our pupils
- To help pupils reflect upon their own needs, experiences and to confront what are sometimes referred to as 'big questions'
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument
- To maintain close links with local churches and links with other religious communities
- To learn from religions in addition to gaining knowledge and understanding about religions

Rationale

Religious Education can provide a rich and wide range of experiences inside and outside the classroom, which give children opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities through open, fair minded enquiry.

At Preston Candover Church of England Primary School, our RE Curriculum develops successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society. It is embedded with the Values of our school and within the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Indoctrination and conversion are not part of the educational process and therefore have no place in religious education. Religious education is an educational subject in its own right, taught within an educational framework.

Practice

The Contribution of RE to the wider curriculum:

We recognise the important contribution that the teaching of RE makes to the development of children's spiritual, moral, cultural and social education. We see it as integral in the delivery of citizenship.

Spiritual, Moral, Social and Cultural Development

Through their Spiritual development, the children gain personal insights from their experience of learning, enabling them to reflect on the significance of their learning, and to connect it profoundly, creatively and healthily to themselves, other people, society and the environment.

Through their Moral development the children value diversity and engage in issues of truth, justice and trust, exploring the influence on moral choices of family, friends and the media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.

Through their Social development the children consider how religious beliefs lead to particular actions and concerns; investigating social issues from religious perspectives and recognising diversity of viewpoint within and between religions.

Through their Cultural development the children promote understanding from a religious perspective through encounters with people, literature, the creative and expressive arts, and resources from differing cultures, considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices, promoting racial harmony and respect for all, combating prejudice and discrimination.

Curriculum

At Preston Candover CE Primary School, **Christian traditions** are studied proportionately more than any other single religious tradition, as required by The Living Difference syllabus. The children will also learn about a comparative religion:

Foundation and Years 1 and 2 - **Judaism**

Years 3 and 4 - **Hindu traditions**

Year 5 and 6 - **Islam**

Across the school, we have for 'golden thread' concepts/ words that ensure continuity across the key stages. These themes are interwoven into the planning for every year group and ensure children continually build upon and deepen their understanding of these key ideas.

They are: **community, belonging, special and love.**

A long term plan is in place with a two year rolling programme as we have vertically grouped classes. Class teachers set out their medium term Religious Education planning using the process of enquiry, through the cycle of enquiry.

The Living Difference IV syllabus takes as its starting point an exploration of what it means to exist in and with the world. The Inquiry process, therefore, begins with attention to aspects of the children's own experience, before they look at and respond to ways in which human existence have been conceptualised and lived out by other people in particular situations.

This approach to Inquiry, through the cycle, has five key steps:

- at the Communicate and Apply steps children explore their own, and others' experience in relation to theirs and begin to look more at others' responses in different situations, but those still familiar to them.
- at the Inquire and Contextualise steps children look at ideas that may be new to them recognising that there are many different ways of looking at things
- at the Evaluate step they discern value for others and themselves in a way dependent on the context of the enquiry.

The Cycle may be started with Communicate or Inquire. It can sometimes be best to begin the cycle at Enquire when the concept is beyond the experience of most of the children or the concept is particularly complex.

With regard to learning, children know that discussion and questioning lead to a deeper understanding and are encouraged to question and respond openly. The children know that they have a voice and that their questions, answers and opinions will be listened to and taken seriously. Reflection is very important and plays a large part in the RE curriculum. Big questions, where the concept of the answer is big, are used to help develop children's spirituality.

As a Church of England school, we also use the 'Understanding Christianity' resource to deepen our children's understanding of Christianity within Religious Education. This allows pupils to explore the significant theological concepts within Christianity as part of their wider religious, theological and cultural literacy.

A comprehensive selection of written resources and a wide range of artefacts are used to enhance the teaching of RE. Our children innately respect artefacts and books that help explain, and aid worship for the faiths we explore.

Teachers plan carefully, employing a range of teaching styles and media. Children express their ideas and respond in Religious Education through the spoken and written word, Art, D.T. Drama, Dance, discussion and through the depth of their questioning. Time is given for discussion, questioning and reflection and for the children's own spirituality to develop. Questions used to develop the children's spiritual literacy are deliberate and challenge the children's thinking about themselves, others, our world and beyond.

It is the responsibility of each class teacher to ensure that the agreed RE curriculum is delivered in their classroom. It is the responsibility of the RE coordinator to ensure that the RE curriculum is effectively planned, resourced and assessed.

Assessment, recording and reporting arrangements

We assess children's work in RE by making informal judgments as we observe them during lessons. This may be from the level of understanding they have demonstrated about the concept, the detail of answer provided when questioned, or the outcome of the work itself. Teachers will track pupils attainment in RE at the end of every half-term using internal assessment documents. This enables us to provide additional support for those pupils who require it in RE lessons. Teachers will also comment on progress in RE in each child's annual report. We recognise that sometimes learning may take place as part of a group and may be based on discussion or practical tasks. Pupil outcomes are marked once completed in line with the school's marking policy. The Hampshire Guidelines "Making Judgements in RE about Progress" are available to staff to support in making more formal judgements after units of work are completed.

Reference to other policies

This policy should be read in conjunction with the school's policies on: equal opportunities, special educational needs, SMSC and behaviour management. The Church of England's Statement of Entitlement, 'Religious Education in Church of England Schools' also gives further information on school's statutory duty. This can be found on the School's website in the curriculum area.

Right of Withdrawal

Parents have the right to withdraw their children from Religious Education as identified in the Education Reform Act.

Preston Candover is a school where Christian Values underpin the whole curriculum. In order to preserve the distinctiveness of this church school community, we encourage everyone to be involved in Religious Education and Collective Worship. It is the hope of the staff and governors that, in choosing to send their child to a church school, parents will be happy to allow their child to participate. School will engage with parents if withdrawal is requested to ensure legal requirements for withdrawn children to be supervised are met.

Monitoring

Standards in the quality of the delivered RE curriculum will be monitored by the RE Leader through monitoring of assessment, learning observations, pupil interviews and work sampling.

The Head Teacher will monitor RE in the school through sampling and reports from the RE Leader.