



'Being different, Belonging together'

## **RELIGIOUS EDUCATION POLICY**

### **MISSION STATEMENT**

In our school we work with parents and our community in order to provide a high quality education for our children within a happy, caring, Christian environment.

### **INTRODUCTION**

Frances Olive Anderson C of E Primary School has chosen to follow the Lincolnshire locally agreed syllabus for Religious Education (2018-2022). This syllabus aims to help children and young people develop their religious literacy so that they are able to hold balanced and well-informed conversations about religions and beliefs. It requires schools to teach about Christianity, Hinduism and Islam, alongside a range of other religions and worldviews. In our school, we have decided to teach the three core religions; Christianity, Judaism and Islam. The Lincolnshire locally agreed syllabus for Religious Education ensures that all children and young people have the opportunity to develop skills of critical analysis, interpretation, evaluation and reflection, as well as supporting schools to help them improve their knowledge and understanding of religion and belief. For more information about this syllabus and the way in which Religious Education is delivered at Frances Olive Anderson C of E Primary School, please either contact the school or visit our website [www.olive-anderson.lincs.sch.uk](http://www.olive-anderson.lincs.sch.uk)

This school is voluntary aided and as such has close links with St Helen's Church, Lea; St Mary's Church, Knaith; All Saints' Church, Upton and St Helen's Church, Gate Burton. School links with each church have been strengthened and special relationships formed.

We help pupils to appreciate British values such as respect for those of different faiths. Each term we focus on a different value and we discuss and celebrate these collective worship. These values are reinforced and referred to in lessons.

### **THE AGREED SYLLABUS**

#### **The aim of RE in Lincolnshire**

*To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief.*

#### **Good RE should:**

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views
- focus on concepts as well as content, within the context of enquiry based learning
- explore authentic religious material, e.g. sacred texts
- reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain
- engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others.



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## Skills in RE

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

**Investigation and enquiry:** asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.

**Critical thinking and reflection:** analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.

**Empathy:** considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.

**Interpretation:** interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.

**Analysis:** distinguishing between opinion, belief and fact; distinguishing between the features of different religions.

**Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

## CURRICULUM TIME

It is up to schools to decide how they plan their RE curriculum and there are many models in place, e.g. weekly sessions, blocked time, RE days/weeks. In this agreed syllabus (AS) It is recommended that approximately two thirds of time (over a year) is spent on the compulsory units and the remainder of the time on additional units.

The recommended minimum time is set out in the Dearing Review (1996):

KS1: 36 hours per year

KS2: 45 hours per year

Our long term overview gives details of each unit of work for each term, for each key stage. It has been produced in light of the 2018-2022 Lincolnshire Agreed Syllabus for Religious Education.

## PROGRAMMES OF STUDY

### Early Years Foundation Stage

EYFS Statutory Framework 2017 The Education Reform Act stipulates that Religious Education is compulsory for all children, including those in Reception class. We teach Religious Education in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Religious Education side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Religious Education makes a significant contribution to the ELG objectives giving children opportunities to help them to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture.



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## **The contribution of RE to the specific areas of the early learning goals.**

### **Communication and language:**

Children:

- respond creatively, imaginatively and meaningfully to memorable experiences;
- use a religious celebration as a stimulus and talk about the special events associated with it;
- learn about important religious celebrations through artefacts, stories, music, etc.

### **Personal, social and emotional development (PSED)**

Children:

- use some stories from religious traditions as a stimulus to reflect on their own experiences and explore them;
- use role play as a stimulus and talk about some of the ways that people show love and concern for others and why this is important;
- think about issues of right and wrong and how humans help one another;
- demonstrate a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;
- show a developing respect for their own cultures and beliefs and those of other people;
- show an understanding of what is right, wrong and why.

### **Literacy**

Children:

- listen with enjoyment and respond to stories, songs, music, rhymes and poems and make up some of their own;
- extend their vocabulary, exploring the meaning and sounds of new words.

### **Understanding the world**

Children:

- begin to learn and become aware of their own cultures, beliefs and those of other people;
- ask questions about religion and culture as they encounter them in everyday experiences;
- visit places of worship, learn new words associated with these places and show respect towards them;
- talk about similarities and differences between themselves and others, among families, communities and traditions.

### **Expressive arts and design**

Children:

- explore and play with a wide range of media and materials and have opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities;
- use religious artefacts as a stimulus to enable them to think about and express meanings associated with the artefact.



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## Key Stages 1-2

The programme of study for Key Stages 1-2 at Frances Olive Anderson C of E Primary School includes compulsory and additional units. The compulsory units represent two thirds of RE curriculum time and the additional units represent one third of RE curriculum time.

### Christianity is compulsory at each Key Stage.

#### In addition:

At Key Stage 1 pupils must study Islam

At Key Stage 2 pupils must study Hinduism **and** Islam

Other religions, beliefs and worldviews can be studied alongside the core religions as a point of comparison, but not as the focus of study.

Other religions, beliefs and worldviews can be investigated in depth as part of the additional units.

### Key areas of enquiry

**God:** What do people believe about God?

**Being human:** How does faith and belief affect the way people live their lives?

**Community, worship and celebration:** How do people express their religion and beliefs?

**Life journey: rites of passage:** How do people mark important events in life?

## Key Stage 1

*Schools must deliver two units from the list below. One unit should be covered during each year.*

### 1. Places of worship

*At least two religions; at least one must be a religion/belief system other than Christianity and Islam.*

Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc. Schools should utilise local places where possible.

### 2. Creation/the natural world

*At least two religions; at least one must be a religion/belief system other than Christianity and Islam.*

Religious/non-religious accounts of the origins of the universe; key religious beliefs about the natural world and human interaction with the natural world.

### 3. Thankfulness

*At least two religions; at least one must be a religion/belief system other than Christianity and Islam.*

Religious/non-religious beliefs about thankfulness and gratitude; examples of religious festivals/practices that focus on saying thank you, e.g. Eid, Sukkot, Harvest, Holi

### 4. In-depth study of another religion/belief system

*At least one religion/belief system; must be a religion/belief system other than Christianity and Islam.*

Key beliefs, practices, festivals, symbols, etc. Opportunities to compare and contrast with compulsory units.

### 5. Any other study designed by the school

*At least two religions; at least one must be a religion/belief system other than Christianity and Islam.*



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## Key Stage 2

*Schools must deliver four units from the list below. One unit must be covered each year.*

### 1. Pilgrimage

*At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.*

Enquiry into journeys carried out by religious people – motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey, etc.; opportunity to include local places of pilgrimage.

### 2. Forgiveness

*At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.*

Religious/non-religious beliefs about forgiveness; examples of religious festivals/practices/stories that focus on saying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter.

### 3. Expressing belief through the arts

*At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.*

Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies.

### 4. Big Questions

*At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.*

Enquiry into the 'big questions' asked by religions/belief systems, e.g. 'Who am I?', 'what is a good life?', 'does God exist?', 'is there life after death?' etc.

### 5. Spirituality and New Religious Movements

*At least two examples of spirituality/New Religious Movements*

Exploring what is meant by the term 'spirituality' and how this relates to religion as a formal system of beliefs and practices; exploring examples of New Religious Movements and considering reasons for their rise in popularity in the twenty-first century; opportunities to compare and contrast with other religions studied at KS2.

### 6. In-depth study of another religion/belief system

*At least one religion/belief system; must be a religion/belief system other than Christianity, Hinduism and Islam.*

Key beliefs, practices, festivals, symbols, etc. Opportunities to compare and contrast with compulsory units. May wish to continue to deepen learning encountered at KS1.

### 7. Any other study designed by the school

*At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.*

Frances Olive Anderson C of E Primary School publishes a Long Term Plan for each school year. This is available on the 'Curriculum' page of our website [www.olive-anderson.lincs.sch.uk](http://www.olive-anderson.lincs.sch.uk)

## Implementation

The children at this school study the Religious Education curriculum in Reception, KS1 and KS2 via the Programmes of Study and the Schemes of Work in the Agreed Syllabus. They do this by class teaching, discussion, written work, drama, music and art. They have access to a variety of resources, posters, books, ICT, audio visual aids and photocopiable materials for use by individuals, groups and for whole class teaching.

The special relationship with the four churches is valued and all children visit the churches as part of the curriculum, and from time to time participate in local religious celebrations and activities.



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Visits are also made to Lincoln Cathedral to participate in workshops and school festivals, to experience the wonder of worship in the largest place of worship in Lincolnshire.

Pupils will be offered a range of multi-media, stories, photographs, artefacts and visits to enlarge their experience of world religions and alternative cultural customs, celebrations and observances.

Lives and roles of important religious leaders and followers of particular religions will be studied and visiting speakers from religious denomination, charities and professional 'carers' from the community (fire service, police, nurses etc) will be welcome.

## **ROLES AND RESPONSIBILITIES**

The Religious Education Subject Leader will be expected to:

- Lead by example in the way they teach in their own classroom.
- Prepare organise and lead INSET, with the support of Head Teacher and Senior Teacher.
- Monitor teaching and learning of Religious Education by monitoring lesson plans from time to time, with a view for identifying the support they need.
- Carry out work scrutiny and ask for samples of children's work and carry out pupil's interviews to check understanding.
- Look at assessment files to ascertain what level children are at.
- Discuss the progress of Religious Education regularly with the Head Teacher and Governor for Religious Education.

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

All activities will be planned so as to ensure an equal access, interest and participation level for both boys and girls; children of differing abilities, including SEN; children with disabilities and children of different cultural backgrounds.

Teachers should be aware of the abilities of all children, and skill and enthusiasm must be encouraged and developed in the more able child. Teachers will differentiate questions and activities to allow for further progression and challenge.

Teachers will be aware of cross-curricular links offered by religious education i.e. with PSHE, geography, art, drama, dance, history etc.

## **RIGHT OF WITHDRAWAL**

### **Parents/Carers**

Parents/carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this and the school must comply with the request. It has a responsibility to supervise any pupils who are withdrawn from RE but is not required to provide additional teaching or incur extra costs.

If parents/carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided at the school in question or another local school. The pupil may receive external RE teaching provided that this does not significantly impact on his/her attendance.

## **REVIEW**

This policy is monitored by the governing body and was agreed by the full Governing Body in **October 2018**. It will be reviewed during **July 2021** or earlier if necessary.