

**WIBSEY PRIMARY SCHOOL**

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| **Religious Education Policy** |

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| Agreed by Governors  Date: | Full Governors |  |
| Finance and General Purposes |  |
| Teaching and Learning |  |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved |  |  |
| Review |  |  |

**RE ‘should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.’**

**Commission on RE, September 2018.**

**Introduction**

This policy sets out our school’s vision, aims, principles and strategies for the delivery of Religious Education.

This policy has been informed by a variety of sources, including the locally agreed RE syllabus, ***Believing and Belonging in West Yorkshire***.

**Aims**

At Wibsey Primary School we aim to:

* Develop an understanding of the core beliefs and practices of world faiths and other worldviews (religious literacy) and how individuals and communities express belief and commitment (spirituality);
* Explore ultimate questions about life and human experience by investigating how religions and other world views address questions of meaning, purpose and value;
* Understand how religions and other world views influence morality, identity and shared human values;
* Promote respect for the values and views of others and develop an understanding of diversity, empathy and cohesion
* Celebrate, and encourage tolerance of diversity in society by developing an appreciation of the cultural differences in Britain and their local community;
* Provide opportunities to reflect upon personal life experiences and encourage a personal response to the fundamental questions of life;
* Develop an awareness of spiritual and moral issues in life experiences.

**The Legal Framework**

All schools in England must teach religious education from age 5 to 18, with the law requiring all schools to teach about ‘Christianity and other world faiths’. Within the ‘Believing and Belonging’ syllabus this includes three ‘Abrahamic’ faiths: Judaism, Christianity and Islam, and three ‘Dharmic’ faiths: Hinduism, Buddhism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study other world views. Within school we exercise discretion in this and reflect the community and context within which the school is situated.

This syllabus is authorised for use in maintained schools by the Standing Advisory Councils for RE (SACREs) in the participating local authorities for five years from 1st September 2019. It uses and reflects the Curriculum Framework for RE in England published by the RE Council in 2013 and the Commission on RE report 2018. However, it adapts non-statutory guidance to respond to local needs and experience.

**Whole School Curriculum Intent**

At Wibsey Primary School, our whole school curriculum has been carefully designed so that it is engaging, providing breadth, depth and access to the full curriculum for every pupil. The Cumulative Curriculum is structured and sequenced to enable all pupils to be able to make links between prior learning and new learning. It lays out the cumulative acquisition of the knowledge, skills and concepts that pupils need to be successful. Our curriculum is aspirational and personalised to ensure that it provides opportunities for all; by the end of their primary education our pupils are well-equipped for the next stage of their education.

**Subject Curriculum Intent**

At Wibsey Primary School, our intent is to provide a stimulating, engaging and rigorous Religious Education curriculum, which teaches our children about the beliefs and values of the major religionsand worldviews, exploring their commonality and diversity.

The RE curriculum nurtures tolerance, respect, empathy and kindness, whilst celebrating difference and diversity within our school and the local community.  Religious Education occupies a unique place in the Wibsey Curriculum; it develops understanding and respect for world faiths and worldviews, and encourages children to consider their own spirituality and values by posing challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Therefore, it can support their own discovery of their personal journeys of meaning, purpose and value.

Our curriculum contributes to developing pupils as positive, participating citizens of the world. RE plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development by developing awareness of fundamental questions raised by human experiences, and of how religious teachings can relate to them. By responding to such questions with reference to the teachings and practices of religions and other belief systems, and relating them to their own understanding and experience, pupils reflect on their own beliefs, values and experiences.

**Implementation**

At Wibsey Primary School our curriculum is based upon the locally-agreed RE syllabus, ***Believing and Belonging in West Yorkshire.*** It is taught as a discrete subject, separate from the ‘Wibsey Cumulative Curriculum’, although there are clear links with the Wibsey Skills for Life curriculum.

Through a sequence of Units of Study, children build up their knowledge and understanding of religions and world views, in order to gain increasing understanding and empathy of our wide and diverse communities. Each unit of work focusses around a key question related to the subject content. Through investigating the key question pupils develop religious literacy, thinking skills and ethical judgments through investigating three key areas of the curriculum: beliefs and practices of religions and world views, the way religions and other world views address questions of meaning, purpose and value, and how religions and other world views influence morality, identity and diversity.

Children at Wibsey develop systematic knowledge of religions and world views. As they progress through school, they develop an overview of the beliefs, practices and context of particular traditions, such as Christianity, Islam or Humanism. They then apply this knowledge to investigate key questions and topics which are influenced by religions and beliefs.

An important aspect of the RE curriculum at Wibsey is the exploration of lived experience, through studying the lives of significant individuals from faith traditions and other world views, and by finding out about faith communities within Bradford today.

Great care should be taken to ensure any planning and resources used to teach this content are appropriate in terms of learning content, quality and sensitivity. If teachers use ready-made materials, they should be checked thoroughly to satisfy these requirements. As well as general sensitivity, teachers should be aware of specific religious issues that may cause controversy or conflict. While it is right that RE should provide a place of safety and integrity to explore difficult and sensitive issues, teaching must always be informed by professional judgment, empathy and awareness, particularly in the use of resources. For example, for Muslims, it is seen as an insult to depict the Prophet Mohammed in pictorial form. For Muslims, Christians and Jews, it is wrong to draw a representation of God who is seen as transcendent. Teachers or senior leaders who have any doubts, concerns or questions are welcome to contact their local RE advisor.

**Core Learning Experiences**

As part of our Core Learning Experiences, children visit places of worship and have visits from faith leaders. This first-hand experience is an excellent way for children to develop a better understanding of the diverse cultures, values and beliefs within the local area and wider world.

**The Foundation Stage**

RE is a legal requirement for all pupils on the school roll, including all those in the reception year.

In the Foundation Stage, children begin to think about religion and world views through experiencing celebrations and festivals and by listening to and talking about stories from a range of different religions and world views. They consider things and places that are special to themselves, and talk about their own feelings and experiences at home or with their family. They are encouraged to develop an appreciation of, and wonder at, the natural world and to value, recognise and encounter diversity amongst human beings.

**Key Stage 1 and Key Stage 2**

In Key Stage 1, children learn about Christianity and Islam, alongside non-religious perspectives. In keeping with our aims of inclusion and embracing diversity, other religions or world views are included when they reflect the beliefs of individuals within the cohort, or fit into the themes being studied. Pupils are encouraged to raise questions about beliefs, find out about questions of right and wrong and begin to respond with their own views.

At Key Stage 2, teaching and learning builds on the KS1 focus around Christianity and Islam, and is extended to the study of Judaism and Sikhism, alongside developing understanding of nonreligious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice. Pupils are encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views.

**Impact**

Through the delivery of the agreed syllabus across the school, and the high quality first teaching of RE, children will be engaged in their learning in RE and make progress as the move across school. They will be able to talk about the skills and knowledge they have acquired, and make links between different faiths and world views and how people live their lives today. Children will be able to identify similarities and differences between religions and world views, examining evidence critically, and expressing their own ideas and opinions about fundamental questions relating to the meaning and purpose of life.

Children will gain a coherent knowledge and understanding of world religions and world views. They will have developed a respect and understanding of viewpoints and cultures which differ from their own experiences, and will have learned more about the range and diversity of faiths and belief systems, both within our own community and worldwide. Children will learn to think critically, ask perceptive questions and evaluate evidence.

Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate.

Assessments and monitoring will show standards in RE will be high and will match standards in other subject areas.

RE supports community cohesion and SMSC education, including fundamental British aspirations and values. Teachers take every opportunity to widen the opportunities for all pupils by:

• Celebrating a variety of local, national and international festivals e.g. Festivals of light;

• Understanding how different people celebrate both religious and non-religious festivals;

• Recognising charity work including the work of the local food bank, children in need,

sports relief;

• Commemorating Remembrance Day;

• Recognising Interfaith Week and the diversity of religious belief and faiths within the local,

and school community.

**Equal Opportunities and Inclusion**

School is committed to inclusion, with all pupils regardless of ethnic origin, gender, class, aptitude ability or disability, having equal opportunity to access learning that enables them to succeed. It is unlawful to treat a young person with a legally defined protected characteristic less favourably. Wibsey Primary School acts upon its responsibilities to ensure that young people with protected characteristics and disabilities are not placed at a disadvantage.

The Religious Education curriculum is accessible to all pupils and is designed so that pupils with varied abilities can succeed and thrive. Teachers differentiate work by task, resource or support, in order to ensure the individual learning needs of all pupils, regardless of their starting points, are met. Pupils with physical barriers to learning will be given full support from an adult when needed.

The SENDCo and Subject Leader jointly advise teachers on supporting individual children with particular physical, linguistic and educational needs, including more-able pupils.

**Monitoring and Evaluation**

The monitoring of the standards of children’s work and of the quality of teaching and learning in Religious Education is the responsibility of the Religious Education Subject Leader. This involves developing the subject knowledge of colleagues through supporting them in the teaching of RE. The RE Subject Leader provides a strategic lead and direction for the subject across school by evaluating the strengths in the subject, areas for further improvement and identifying appropriate actions to ensure development.

The Subject Leader Cycle provides the subject leader with key checkpoints throughout the year and the identification of monitoring tasks.

**Assessment, recording and reporting**

Assessment End points within the cumulative curriculum for Religious Education identify the age-related expectations at the end of each academic year. Pupil’s achievement and attainment is assessed and recorded at the end of each unit of learning. Reporting to parents on attainment, standard of work and of the level of application is done twice yearly through school reports and parent’s evenings.

**Withdrawal from RE lessons / core learning experiences**

Parents have the legal right to withdraw pupils from Religious Education, but this must be discussed with the class teacher, RE subject lead and Headteacher. A class teacher cannot make the decision to allow a child to be withdrawn from RE lessons and core learning experiences in RE. If after discussion with the Headteacher the parent chooses to go ahead and withdraw their child from RE this must be given in writing to the school by the parent.

Staff should ensure parents are aware of the negative implications of withdrawing their child from RE: missing lessons that may link to other subject areas and that might impact on progress and learning as well as issues of discrimination. The withdrawal of a child should be the last resort as RE is an important part of learning and understanding about the world and the community in which they live,

**Other Policies**

Other policies to which the Religious Education Policy links are:

Inclusion Policy

Safeguarding Statement

SEND Policy

Staff Development Policy