



**Bullion Lane
Primary
School**

**RELIGIOUS EDUCATION
POLICY**

Policy statement and guidelines for Religious Education

Introduction

This document is a statement of the aims and principles for Religious Education (RE) at Bullion Lane Primary School and applies to children aged 3-11 years.

RE teaching contributes dynamically to pupils' education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human (Durham Agreed Syllabus. 2020).

Religious Education is an academically rigorous subject which makes a distinctive contribution to pupils' overall knowledge.

Intent

RE helps pupils to learn about religious and non-religious worldviews in order to discover, explore and consider different ideas. The term 'religious and non-religious worldview' is intended to be inclusive and is used in the broadest sense to cover traditional and non-traditional religions and belief systems, secular and atheistic movements and perspectives and non-standard forms of religious and spiritual life which enable people to make sense of their lives and their experiences.

RE makes a vital contribution to the education of our children at Bullion Lane Primary. Our intent at Bullion Lane Primary school is that our teaching of RE include the three main elements of RE:

- develop pupils' *knowledge and understanding* of Christianity and other principal religions;
- provoke *challenging questions and critical thinking* about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human;
- offer *opportunities for personal reflection* and spiritual development, deepening the understanding of the significance of religion in the lives of others - individually, communally and cross –culturally.

Plus:

- promote *mutual respect and tolerance* in a diverse society and therefore contributes to pupils' personal development and well-being and to community cohesion.

RE teaching allows teachers to foster children's' spiritual, moral, social and cultural development.

Implementation

Legal Requirements

Religious Education is taught alongside the National Curriculum. The 1988 Education Reform Act (ERA) states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils in maintained schools. This requirement does not apply to nursery classes.

In all maintained schools (except voluntary aided) RE must be taught to a locally Agreed Syllabus. (The School Standards and Framework Act 1998). Each local authority must have a Standing Advisory Council on Religious Education (SACRE) to develop and review the Agreed Syllabus.

The Education Act 1996 states that an Agreed Syllabus must reflect the fact that religious traditions in Great Britain are in the main Christian while taking account of the teachings and practices of other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. Teaching about denominations is not prohibited.

Durham Agreed syllabus For Religious Education 2020

At Bullion Lane we have adopted the Durham Agreed Syllabus 2020. The Agreed Syllabus sets out what pupils should be taught and the attainment levels within this set out the standards expected of pupil's performance at different ages. The Syllabus is coherent and progressive, enabling pupils to deepen their knowledge and understanding of religious and non-religious worldviews and their understanding of the complex, diverse and plural nature of belief systems

Religious Education must be taught for approximately 5% of curriculum time. The recommended teaching time for Key Stage 1 is approximately 36 hours per year and 45 hours per year for Key Stage 2. RE may be taught in weekly lessons or discreet blocks.

The Agreed syllabus provides a structure and skill development of the RE curriculum being taught. Learning across the curriculum is a balanced programme of study, which is sequentially planned to build on knowledge and skills. The Durham Agreed Syllabus for Religious Education (2020) details the enquiry questions which form our long-term plan. Enquiry based learning is used to engage pupils in their learning. This uses a process of engage/explore, enquire, evaluate, present and reflect. The medium-term plan links the three elements of

RE (knowledge and understanding, critical thinking and personal reflection) with the Areas of the Programmes of Study that will be taught through the enquiry question:

- *Knowledge and Understanding of Religion:* through the investigation of and enquiry into the nature of religion and beliefs through the four RE concepts:
 - Belief,
 - Authority,
 - Expressions of Belief,
 - Impact of Belief.
- *Critical Thinking Skills:* through providing opportunities to practice:
 - giving opinions;
 - supporting ideas with reasons;
 - considering alternative arguments;
 - weighing up evidence;
 - listening to and responding to the views of others;
 - articulating their own views and forming their own opinions.
- *Personal Reflection:* in providing opportunities to reflect on religion in relation to:
 - own beliefs, values and experiences;
 - the influence of these on daily life, attitudes and actions.

Short term, weekly planning identifies learning objectives and key questions for each lesson.

Programme of Study

The Programme of study is contained in Appendix 1. At Key Stage 1, the children are introduced to the beliefs and features of Christianity and Buddhism. In Key Stage 2, the children develop their knowledge of Christianity and are introduced to the features of Sikhism, Hinduism and Islam. They are also taught about other thematic concepts such as why people use ritual in their lives, how and why religious people show care for others and how those with a religious faith care for the environment. Long term plans ensure that there is progression throughout the school and that the children build upon knowledge gained in previous years.

Assessment

Assessment in RE is carried out continually through formative assessment of each pupil throughout each teaching sequence eg. through marking, discussion, teacher questioning and peer assessment. After each unit is completed, the pupils will complete a summative assessment when they are given key questions from the unit which they answer to demonstrate their understanding. Both the formative and summative assessment should guide your judgement as to whether each child is 'working towards', 'working at' or 'working above' in each subject. The Benchmark expectations from the Durham Agreed Syllabus (2020) form the basis of planning and assessment in RE in our school. Knowledge and

Understanding of Religion and Critical Thinking are assessable for all pupils but Personal Reflection should not be assessed.

Impact

Through RE teaching at Bullion Lane we intend to inspire and ignite the curiosity of our pupils; enabling them to have a fascination with the world through a range of different religions and cultures. RE encourages children to develop positive attitudes to their own and others' beliefs, ideas, experiences, feelings and values, in a classroom climate that recognises and respects difference. We aim that children develop the following attitudes through our RE teaching:

- self-awareness;
- respect;
- open mindedness;
- appreciation and wonder of the world in which we live.

We measure the impact of our curriculum by reflecting on the standards achieved against the planned outcomes and through pupil discussions about their learning, which includes discussion of their thoughts, ideas and opinions surrounding RE.

Inclusion/ Equal Opportunities

Pupils are given equal opportunities to participate in the RE curriculum regardless of class, gender or ethnicity. Our approach to the RE curriculum aims to ensure equal access for children of all physical, emotional and academic abilities. Pupils develop respect for all regardless of their beliefs/faith and a firm understanding and appreciation for our diverse society and world.

In line with the Education Act 1996, parents have the right to withdraw their children from some or all of Religious Education. The Headteacher will invite parents to discuss their concerns and issues. The school has a duty to supervise children at this time but not to provide alternative work or teaching.

This policy will be reviewed every 2 years.

Next review date: February 2024