



Policy for Religious Education

This policy will be reviewed annually by the strategic development committee of the governing body.

Date of last review: Summer 2023

Date of next review: Summer 2024

Religious Education is part of all pupils' entitlement under the Education Act 1996 to receive a broad and balanced curriculum which "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of adult life".

The Legal Requirements

Under the Education Act 1996, schools must provide religious education for all registered pupils, with the exception of those in nursery schools and nursery classes. Schools other than voluntary aided schools and those of a religious character must teach religious education according to the locally agreed religious syllabus. Parents can withdraw pupils from R.E lessons, and we also note the right of teachers to withdraw from teaching R.E. All academies are required, through their funding arrangements to teach R.E.

R.E will be taught in line with the Nottinghamshire Agreed Syllabus 'Religious Education For All' (2021-2026).

Definition

In Religious Education, two dimensions can be identified, learning about religion and learning from religion. Learning about religion is concerned with examining and understanding religious perspectives. Learning from religion is concerned with exploring and responding to human experience.

Aims

Religious Education aims to enable pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop positive attitudes of respect towards other people who hold different views from their own.
- Enhance their spiritual, moral, social and cultural development.

- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the principal religions represented in the United Kingdom.
- Build their sense of identity and belonging in the community.
- Consider their responsibilities to themselves and to others.
- Engage with ideas about British values, such as tolerance and respect.

Teaching and Learning

Religious Education provides opportunities for spiritual, moral, social and cultural development. It enables the promotion of pupils' personal, social and health education and citizenship. Religious Education emphasises that effective communication includes an understanding of people and the issues that concern them, and includes learning about taking responsibility for oneself and others.

Early Years Foundation Stage

At Netherfield we aim that during the Foundation Stage there will be opportunities for children to:

- Listen to stories, poems and songs from different communities and traditions.
- Talk about how they and others show feelings.
- Show sensitivity to others' needs and feelings and form positive relationships.
- Ask questions about things, which puzzle them in life.
- Begin to know about their own cultures and beliefs and those of other people.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

Key Stage 1 and 2

At Netherfield, the following programme of study is in place:

Key Stage 1

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognise the communities from which they come.
- Ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key Stage 2

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and

the rituals, which mark important points in life in order to reflect thoughtfully on their ideas.

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and difference between different religions and worldviews.
- Consider and apply ideas about ways in which diverse communities can live together for wellbeing of all responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Activities

Activities will be planned according to the different levels of children's ages, skills and previous knowledge, these will include:

- whole class teaching
- structured group work
- class discussions
- drama and role play
- the use of ICT
- visits and visitors
- writing and art work
- stories
- celebrations
- using artefacts and looking at pictures
- cooking

Differentiation and Progression

Differentiation and progression will be ensured by a variety of approaches:

- A structured whole school scheme of work (RE for All).
- The same activity but different expectations of outcome.
- The same theme but different activities.
- Different groupings of children to accommodate differentiated activities.

Special Educational Needs

The whole school policy for Special Educational Needs applies to R.E., recognising the need to make R.E accessible for all children. At Netherfield, the programme of work is adapted to meet the specific learning needs and abilities of our children.

Equal Opportunities

At Netherfield, we recognise that all our children are entitled to equal opportunities within the Religious Education curriculum (unless withdrawn at parental request).

Monitoring and Assessment

At Netherfield, the planning enables children to develop appropriate skills and knowledge as they progress through school. Each section of planning in the syllabus has a 'What outcomes will pupils achieve?' section, which allows for assessment opportunities. With these objectives in mind, assessment activities are carried out in each year group where appropriate.

Collective Worship

Collective worship may be used to supplement R.E but does not replace it. R.E time does not include assembly or collective worship time. Our whole school assemblies play an important role in our RE programme. For example, assemblies are planned to incorporate a wide variety of religious festivals, days of national and global importance and values important to the children.

Time Allocation

The DfES guidance recommends a minimum of 36 hours per year for RE at Key Stage 1 and 45 hours per year for RE at Key stage 2, a recommendation that the Nottinghamshire Agreed Syllabus for RE endorses. This equates to 50 minutes per week for Key Stage 1 and 1 hour per week for Key Stage 2 of Religious Education teaching.

Role of the Co-ordinator

There is a designated RE Subject Leader .

The Subject Leader will be responsible for:

- informing the rest of the staff about new developments and, where appropriate, for organising and providing appropriate training.
- Implementing the new syllabus when it is published and adapting this into a curriculum for R.E.
- advising colleagues on resources to aid planning and to use in classrooms.
- monitoring the teaching of R. E. in school
- Carrying out work analysis and keeping a sample of work from each year group.

Resources

There are a variety of books, an artefact box for each religion studied, as well as a variety of posters. Each year group will have access to resources relating to the religion they are studying. These resources will also include information on visitors and places to visit. The resources are currently kept in a cupboard off the main hall.