



**Long Sutton Church of England Primary School
Religious Education Policy**

Date of Last Review	Date of Next Review
September 2019	September 2021
Responsibility for Review and Monitoring / Auditing	
Headteacher in partnership with staff & Foundation Governors	
Purpose	
To establish a clear and workable framework for the learning and teaching of Religious Education at Long Sutton C of E Primary School	

Signed: (Headteacher)

Date:

Signed: (Chair of Governors)

Date:

Aims and Objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We are a Voluntary Controlled Primary School with a Christian foundation and, as such, Christianity forms the basis of all the teaching in our school and underpins our relationships. We believe that learning and growing in a caring Christian environment will strengthen the values, principles and personal beliefs of our pupils, equipping them for living life in the 21st Century. At Long Sutton Church of England Primary School we develop the children's knowledge and understanding of the major faiths, with an emphasis on the process of learning and teaching based on conceptual enquiry and the importance of pupils and students developing their own beliefs and values. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially Hinduism (KS1), Judaism (KS2) and Islam (KS2). Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

The aims of religious education are to help children:

- * in developing their own coherent patterns of values and principles, and to support their spiritual, moral, social and cultural development;
- * develop their knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- * develop an understanding of what it means to be committed to a religious tradition;
- * be able to reflect on their own experiences and to develop a personal response to a variety of concepts, beliefs and practices within religions and their own and others' cultural and life experiences
- * develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- * develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- * have respect for other peoples' views and to celebrate the religious and cultural diversity in society.

Our Values:

LOVE COURAGE & HOPE

Our Vision:

Through our core Christian values of Love, Courage & Hope, we nurture, encourage and challenge each unique child to be kind, be respectful and be the best they can be.

At Long Sutton Church of England Primary School, we aim to provide rich, memorable learning experiences which build character in each individual child. Strong relationships underpin all we do in our small church school, where we value and respect each other's uniqueness. We provide the space for all children to flourish and be the best they can be. Our broad curriculum inspires great learning through engagement with the outdoor environment and enables our children to develop positive emotional and mental health and an understanding of their place in the wider world. Our children are nurtured and challenged to become resilient learners with high aspirations.

How our Vision and Values impact this policy:

The strong relationships which are fostered between staff and children in our small school contribute to a culture of openness and trust, where children know they will be listened to, valued and taken seriously, so that during RE lessons they feel confident to share their personal views, beliefs and questions. In the context of RE, we show love through valuing the beliefs of others, even if they are different to our own; courage through displaying tolerance and respect for different beliefs; hope through believing that educating children about different religions will lead to a more peaceful world.

The Legal Position of Religious Education

Our school curriculum for religious education meets the requirements of the 1996 Education Act. This requires that religious education be taught to all students in Primary Schools except for those withdrawn at the wish of their parents. This should only be done once the parents have given written notice to the school governors. Similarly, teachers' rights are safeguarded, should they wish to withdraw from the teaching of Religious Education, but only after they have given due notice of their intention to the school governors.

Our school RE curriculum is based on the Agreed Syllabus for Hampshire, Portsmouth and Southampton (Living Difference) and it meets all the requirements set out in that document. Living Difference reflects 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. The Agreed Syllabus is non-denominational and has not been designed to convert pupils, or to urge a particular religion or religious belief on pupils. RE is provided for all pupils regardless of religion, race, gender, ethnicity, age or ability. Our Christianity curriculum follows the 'Understanding Christianity' scheme, which supports the cycle of enquiry set out in Living Difference III.

Teaching and Learning Style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own knowledge and understanding through creative, active learning experiences. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Where possible, we enrich children's learning through inviting representatives of different religions into school to talk to the children and through visiting local places of worship.

We teach RE through 'RE days' each term, with a minimum of 1.5 days (KS1 min. 6 hours; KS2 min. 7.5 hours) allocated to a unit of work. This equates to the recommended hours devoted to Religious Education are 36 hours per year in KS1 and 45 hours per year in KS2, however we provide additional hours through whole school RE events, such as RE weeks.

RE days provide the opportunity for children to become absorbed and engaged in the subject area, digging deeper into concepts and developing skills more fully. We make extensive use of art, drama, dance, writing, computing and the outdoors to bring units of work to life for the children.

Every child has an RE Scrapbook, which they use for recording their RE learning. Scrapbooks allow children to record in creative ways. They should include artwork, photographs, personal responses from children and opportunities for writing.

Curriculum Planning in RE

We plan our Religious Education in accordance with the Agreed Syllabus for Hampshire, Portsmouth and Southampton (Living Difference III). We use the 'Understanding Christianity' scheme for our Christianity Units across the school, following the cycle of enquiry set out in Living Difference III. We follow the Living Difference III medium term plans for all other religions.

The Subject Leader for RE is responsible for creating, reviewing and updating the long term plan for RE and also for providing class teachers with medium term plans from Understanding Christianity and Living Difference III. Class Teachers are then expected to personalise these plans to meet the needs of the children in their class, by selecting learning activities and annotating medium term plans.

In the Early Years Foundation Stage, we also follow the Living Difference III units and the Understanding Christianity scheme, which both contribute to children's 'Understanding of the World'.

Throughout their time in our school, children study Christianity, Hinduism, Judaism and Islam.

Religions studied by Year Group (from September 2020)

Reception	Christianity & Hinduism
Years 1 & 2	Christianity & Hinduism
Years 3 & 4	Christianity & Judaism
Years 5 & 6	Christianity & Islam

Prior to 2018, Judaism was taught in KS1 and Hinduism in Years 3 & 4. Therefore, between 2018 and 2020, we will be following this transition overview, to ensure there is no repetition and that all children learn about all 4 religions during their time in our school:

Reception	Christianity & Hinduism
Years 1 & 2	Christianity & Hinduism
Years 3 & 4	Christianity & Hinduism (these cohorts learnt about Judaism when they were in Reception & KS1)
Years 5 & 6	Christianity & Islam

Assessment

We assess children throughout a unit of work and adapt planning accordingly. At the end of each unit of work, we assess all children against the expected outcomes (knowledge, skills and understanding) for the unit of work. Children are identified as working below expectation, at expectation or above expectation. The RE Leader provides assessment sheets for each unit of work. These assessment sheets are kept electronically in a central location so that they can be used to track progress and explore strengths and areas for improvement in the subject.

At the end of each year, class teachers provide a written comment for every child as part of their end of year report.

Resources

Artefact boxes are available in the resources cupboard, organised by religion or by religious festivals. In addition, we can borrow artefacts from the RE resource centre. Online resources are frequently used to support teaching and learning.

Monitoring & Review

The RE Leader and the Foundation Governors are responsible for monitoring standards of children's work and the quality of education in RE. Outcomes of monitoring are fed back to staff, with areas for improvement being addressed through staff training. An annual Position Statement is produced, which outlines strengths and areas for improvement.