

# ***TWEEDDALE PRIMARY SCHOOL***

## **POLICY FOR**

### **RELIGIOUS EDUCATION (DRAFT)**

#### **Review of the Policy**

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on \_\_\_\_ June '21

The policy will be reviewed by the Head Teacher annually and by the governing body in **June 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....  
Headteacher

Date.....

Signed.....  
Chair of Governors

Date.....

#### **INTRODUCTION**

The purpose of this Policy document is to provide guidelines to support both the teaching and learning of Religious Education (RE) at Tweeddale Primary School.

The statutory requirements for the delivery and inspection of Religious Education are to be found in the Education Acts of 1944, 1981 and 1993, the Education Reform Act 1988 and the Education (schools) Act 1992.

‘Since 1944 each syllabus for Religious Education has been determined locally. This remains the case to this day and Religious Education is part of the basic curriculum in schools, and a legal requirement to be taught to all children registered in school. This includes those in Reception classes through to Year Six. It does not include nursery classes in primary schools although these may teach some religious education.’ – Sutton SACRE

As an Academy within the Greenshaw Learning Trust, we must teach Religious Education and have chosen to adopt the Sutton Agreed Syllabus.

## **AIMS**

The aim of Religious Education at Tweeddale is for children to learn about religion and from religion.

The aims will be achieved through the provision of learning opportunities related to children developing:

- an exploratory and reflective approach which enables them to continue in, or come to, their own beliefs, thereby supporting them in their own personal search and enquiries about life;
- a knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- an understanding of the influence of beliefs, values and tradition on individuals, communities, societies and culture;
- an ability to make reasoned and informed judgements about religious and moral issues;
- a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions;
- an enhancement of their Spiritual, Moral, Social and Cultural development.

***Christianity will be taught for the majority of RE time in each Key Stage. This will ensure that Christianity is taught throughout each key stage and that the syllabus will 'reflect the fact that the religious traditions in Great Britain are in the main Christian...' Sutton SACRE***

## **TEACHING AND LEARNING**

### **Learning about Religion**

The areas of study through which children will be working are:

- Key people
- Sacred Writings
- Places
- Festivals
- Approaches to life (in KS2)

The focused religions for each key stage in the Sutton Agreed Syllabus are:

- KS1 Units: Why Are We Thankful? (6 weeks)
- Christianity (30 weeks including Christmas and Easter)
- Hinduism, Islam and Judaism (12 weeks each)
- KS2 Units: The Journey of Life (6 weeks), How faith helps us (6 weeks)
- Christianity (60 weeks including Christmas and Easter)
- Hinduism, Islam, Judaism and either Buddhism or Sikhism (18 weeks each)

Main teaching points for each religion at both KS1 & 2 are detailed in the Sutton Agreed Syllabus, along with guidance on ways to address Harvest, Christmas and Easter, pitched appropriately for each Key Stage.

### **Learning from Religion**

#### **Concepts, skills and Attitudes**

Children at Tweeddale will not only learn knowledge about different religions, they will also learn from each religion. They will learn the concepts, skills and attitudes they will need to understand, acquire and develop to gain a rounded and fuller experience of religion. Details of these concepts, skills and attitudes, along with suggested activities, are given in the Sutton Agreed Syllabus. For example:

- Concepts: deity, authority, spirituality, awe and wonder
- Skills: enquiry, interpreting, reflecting, empathising, communicating, co-operation
- Attitudes: commitment, open-mindedness, respect, appreciation

### **Interfaith Dialogue**

Children at Tweeddale will learn how religions relate to each other and recognise similarities and differences. In turn, ‘Interfaith dialogue’ in school will address religious prejudice and discrimination, and other learning opportunities, such as PSHE and Citizenship, as much as RE lessons, will also be used. The following will be part of this process:

- Religious festivals and celebrations throughout the year: Christmas, Diwali, Eid.
- Unplanned Opportunities: Holiday experiences, sweets brought in for Eid.
- Circle Time
- Assemblies/ daily acts of collective worship
- Christian/Muslim groups/Other faith groups and charities to visit school

### **Non-Religious Life Stances**

To ensure that RE is broad and balanced at Tweeddale, and that all voices are heard, children will also learn about secular philosophies and world views, where appropriate, recognising similarities and differences between these and religions. At KS1 & 2, the ‘human experience’ is the starting point for each unit of study, drawing upon children’s own knowledge, e.g. marriage, birthdays, special stories and places, families and funerals. Some of these events in our children’s lives may be religious in nature, but it is important to make those comparisons when teaching. Guidance on Humanism is given in the Sutton Agreed Syllabus, which may be relevant in teaching about non-religious viewpoints.

### **Educational Religious Visits**

As part of teaching the Sutton Agreed Syllabus, each key stage should visit places of worship and other centres:

- Key stage 1 at least a visit to a Church, a Synagogue and/or a Mosque.

- Key stage 2 at least a visit to 2 Churches, a Synagogue, a Mosque or Mandir and a place that is not local.

### **Foundation Stage**

Children at Tweeddale Nursery are not required to learn about religion, but staff will address festivals and celebrations based upon the lives and interests of the children in the Nursery community. It is a legal requirement for children of school age in Reception to learn about and from religion.

It is important for all children to be introduced to the idea that some people have a faith and some do not, and that all these views are equally valid. Within our Early Years setting, children's own experiences related to cultural and religious diversity should be regarded as positive so that children develop their own ideas about religion. They should also feel free to be able to understand the place religious experience has in their own lives.

The Sutton Agreed Syllabus suggests that for Foundation Stage, RE experiences are divided into three themes which encompass most of the Early Learning Goals in the Foundation Stage Curriculum:

- Festivals and Celebrations: covering a number of different festivals and cultural events, recognising that children's home lives, cultural and religions are reflected in school.
- Growing Together: including rules for living in harmony and consideration for others.
- Caring and Taking Care: including thinking of the people who help us, creation stories and ways that different religious groups care for the environment.

### **ORGANISATION ACROSS THE SCHOOL**

RE is to be taught through weekly lessons in Foundation, understanding of the World, KS1 & 2, following the long term plan given in the Sutton Agreed Syllabus. Other learning opportunities must be taken throughout the calendar as and when they arise.

### **PLANNING**

Each half term, children will learn about an aspect of a specific religion, e.g. key places in Islam or sacred writings in Judaism. They will also learn about Harvest, Christmas and Easter. The Sutton Agreed Syllabus provides suggested activities for this, ensuring there is progression between the Key Stages. Teachers will plan their lessons in line with this guidance, allowing the children to learn both about and from religion.

### **DIFFERENTIATION**

At Tweeddale, differentiation in RE will be based upon:

- setting tasks that enable children to draw from personal experiences and the knowledge and understanding which they bring with them;
- setting tasks that are clearly relevant to the needs of each pupil and appropriate to his/her abilities, particularly in the context of special educational needs, whether of less able or gifted children, or children with physical or other disabilities;
- setting a common task that offers sufficient scope for each pupil to demonstrate achievement to her/his full potential so that teachers can differentiate according to outcome.

In differentiating, teachers will take account of:

- the nature of the task(s) to be undertaken;
- the specific aims and objectives underpinning any activity;
- the requirements for different teaching and learning strategies;
- the opportunities for a full range of outcomes.

## **ASSESSMENT**

Assessment indicators are provided in the Sutton Agreed Syllabus and will be used when planning and evaluating work.

An RE comment and broad level is included in the end of year reports to parents for all Key Stage 1 & Key Stage 2 children, and may also be included on Nursery and Reception reports as part of a more general comment.

The new assessment form for RE on the Sutton website which will be used September 2021.

Good assessment practice of Religious Education will:

- be an ongoing and integral part of the learning experiences offered;
- be appropriate to the individual;
- be appropriate to the task(s);
- allow children to demonstrate their achievements;
- inform future learning;
- be part of the school's policy on assessment and reporting.

Formative and summative assessment and reporting in Religious Education will:

- help children in their learning;
- help teachers in planning, developing and evaluating the curriculum;
- form a basis for information to children, parents, teachers, governors and the GLT. Reporting to parents on the pupil's effort and outcomes in RE is required in the end of year reports.
- not be intrusive, i.e. children's personal beliefs will not form part of the assessment procedure.

It is important to remember that evidence of achievement is not confined to written work. Children have different styles of learning and these will be catered for. Evidence can take many forms, for example, taking photographs of children's learning.

### **EQUAL OPPORTUNITIES AND SPECIAL EDUCATIONAL NEEDS (SEN)**

At Tweeddale Primary School we aim to provide access and opportunities for all children to achieve regardless of gender, race or social/cultural background (see Equal Opportunities Policy & SEN Policy).

We make provision, when necessary, to support individuals or groups of children to enable them to participate effectively in the RE curriculum. This applies to those children of higher ability, those on the SEN Code of Practice and to disadvantaged children.

We meet the individuals' requirements for curriculum access through differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

#### **Note:**

Parents may withdraw their children from Religious Education lessons, on grounds of religious conscience. Teachers may exercise the right not to be required to teach Religious Education, on grounds of religious conscience. However, in both cases this will be for the entirety of RE and not for particular aspects.

### **RACE AND EQUALITY**

At Tweeddale we believe the following statements from the Agreed Syllabus to be very relevant to the ethos of our school:

“Religious Education should seek to ensure that it promotes respect, understanding and tolerance for those who adhere to different faiths and those unable to adhere to a religious faith.”

“RE alongside other parts of the curriculum should enable and help pupils in their understanding of religion within a multi-cultural context, as well as playing a vital part in dispelling ignorance and promoting religious, cultural and racial understanding.”

### **HEALTH AND SAFETY**

Any health and safety issues will be linked to the Health and Safety Policy and visits to places of worship etc. will follow the guidelines set out in the Educational Visits Policy.

**MONITORING AND EVALUATION**

Work scans and observations are carried out to monitor coverage, teaching and learning standards and progress within each year group and throughout the school and this will form part of the subject leaders Performance Management Review.