



R.E. Policy

THE LEGAL REQUIREMENTS FOR RELIGIOUS EDUCATION

Religious Education must be provided for all registered pupils in maintained schools, including those in Reception classes and the sixth form.

Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. In all maintained schools, other than voluntary aided schools with a religious character, it must be taught according to a locally Agreed Syllabus which is the statutory order.

Each Local Authority (LA) must have a SACRE (Standing Advisory Council on Religious Education) to advise the LA on matters connected with Religious Education. The SACRE may require a review of the Agreed Syllabus at any time. This is in addition to the requirement on LAs to convene an Agreed Syllabus Conference (ASC) to reconsider the Agreed Syllabus every five years.

AIMS OF RELIGIOUS EDUCATION

We follow the Durham Agreed Syllabus (2020) and this ensures that pupils:

- Develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:
 - describe and explain beliefs and theological concepts
 - describe and explain some sources of authority and teachings within and across religious and non-religious traditions
 - describe and explain ways in which beliefs are expressed
 - know and understand the significance and impact of beliefs and practices on individuals, communities and societies
 - connect these together into a coherent framework of beliefs and practices
- gain and deploy deepening understanding of specialist vocabulary and terms
- know and understand about religious diversity within the region, as well as nationally and globally

- know and understand how religion can be defined and what is meant by the term “religious and non-religious worldviews” and with increasing clarity know that these worldviews are complex, diverse and plural
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

PURPOSE OF STUDY

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

At Nettlesworth Primary School, pupils learn about religious and non-religious worldviews in order to discover, explore and consider different answers to these questions. They learn to interpret, analyse, evaluate and critically respond to the claims that religious and non-religious worldviews make. Pupils learn to express their insights and to agree or disagree respectfully. Teaching therefore should equip pupils with knowledge and understanding of what is meant by the terms ‘religion’ and ‘worldview’ as well as systematic knowledge and understanding of a range of religious and non-religious worldviews. Teaching should enable pupils to appreciate that worldviews are complex, diverse and plural and have influence on individuals, communities, societies and cultures.

As a school we ensure that Religious Education offers opportunities for personal reflection and pupils’ spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others. We also enable pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn. Religious Education encourages empathy and respect. It enables pupils to develop their own sense of identity and belonging. It also promotes respect for the right of others to hold different beliefs, values and ideas.

BREADTH OF STUDY

At Nettlesworth our pupils will study Christianity at each of the key stages (KS1 to KS2). At least one of the other five principal religions will also be taught at one of these key stages. This is a requirement of this Agreed Syllabus and ensures that each of the principal religions are studied in a systematic way at least once during a child’s education.

The required 'core' religions that we study at Nettlesworth:

Key Stage 1: Christianity, Buddhism

Key Stage 2: Christianity, Hinduism, Judaism, (plus a small special study of Islam)

In Early Years Foundation Stage, we draw on Christianity plus aspects of the other principal religions as appropriate.

Here at Nettlesworth, our RE curriculum also includes a study of other religious worldviews and non-religious worldviews. These are taught through thematic units (the study of one topic across several traditions), through units on religious diversity and through systematic units of work.

TEACHING AND LEARNING STYLES

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Eid etc. to develop their religious thinking. We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Differentiation for all children in all classes to ensure work is correctly pitched as well as offering appropriate challenge;
- Differentiated resources for all abilities including SEND & MAGT;
- Using classroom assistants to support children individually or in groups.

We recognise that every child has a talent and therefore RE can be taught through:

- Role play and drama;
- Story telling;
- Discussion and debate;
- Use of visitors / class visits;
- Use of local community.

RE & INCLUSION

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an

RE Policy reviewed Nov 2021

L.Morton

Additional Language (EAL), children with Special Educational Needs (SEND) and our More Able Gifted & Talented Children (MAGT).