

Eyam C of E Primary School

Religious Education Policy



'Let your light shine'

Agreed: April 2024

Review Date: review date Summer 2027

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because Together Everyone Achieves More.

Signed by _____ on behalf of the Governing Body Date _____

Eyam CE (C) Primary School Religious Education Policy

Definition of Religious Education

Religious education enables pupils to

- develop their understanding of religion as a contribution to their overall appreciation of the world and their experience within it.
- develop religious literacy to investigate and reflect upon the most fundamental questions asked by people and explore answers offered by different religions and beliefs.
- reflect on what it means to have a faith and to develop their own spiritual knowledge, learning from religions as well as about religions.

Rationale

RE supports the aims for education, outlined in the National Curriculum 2014, to: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and as part of society, and prepare pupils for the opportunities, responsibilities and experiences of later life. RE gives opportunities for encountering people of different beliefs and lifestyles and has a key role to play in fostering respect, social cohesion and British values. At Eyam CE Primary school we value RE as a tool to enable this 'religious literacy': we believe this is a major factor in enabling pupils to take their place in modern society through a developing a growing understanding of the historical nature of religion across the globe.

Within the Ofsted report 2023 it introduces the main drivers for teaching RE: pupils encounter ancient and living traditions that have shaped the world. They explore foundational texts and the way that individuals and groups live in the world, as well as the values, beliefs and ideas that bind people together. Pupils consider deep questions that have inspired human thought throughout history, and that still challenge children and adults alike today. The knowledge that they gain stretches beyond oversimplifications: it enables pupils to derive meaning from complexity.

Principle Aim

To engage pupils in systematic enquiry into significant human questions which religions and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as developing responses of their own.

RE will contribute to the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. 'RE can help pupils to make sense of a complex world where aspects of religion and non-religion hold different places in the lives of its citizens'. (2023 Ofsted report)

The contribution that RE can make to preparing pupils for life in modern Britain will be significant.

In teaching we aim to -

- encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.
- enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.

- encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and our wider world communities and to promote harmony and good community relations.
- encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.
- promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community

Intent

At Eyam we intend that through RE pupils can explore significant questions about life, in order to find out what people believe and what difference this makes to how they live, so that they can make sense of religion and world views, reflecting on their own ideas and ways of living.'

The curriculum for RE intends to ensure that all pupils:

1. **Know about and understand a range of religions and worldviews**, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. **Express ideas and insights about the nature, significance and impact of religions and worldviews**, so they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.
3. **Gain and deploy the skills needed to engage seriously with religions and world views**, to enable them to:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

As a School we strive to:

1. Enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the **religion that has most shaped British culture and heritage**;
2. Enable pupils to know and understand about other major **world religions** and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights;
3. Contribute to the development of pupil's own **spiritual** convictions, exploring and enriching their own beliefs and values;
4. Enable pupils to know about and understand Christianity as a living world faith, by exploring core **theological** concepts.
5. Enable pupils to develop knowledge and skills in making sense of **biblical texts** and understanding their **impact on the lives of Christians**. (an understanding of Sociology)
6. Develop pupils ability to connect, critically reflect upon, evaluate and **apply their learning** to their own growing understanding of religion and belief (particularly of Christianity), of themselves, the world and human experience. (an appreciation of Philosophy)
7. Promote the spiritual and **moral growth** of the pupils to enable them to develop an awareness of themselves, as well as a **consideration and respect** of others, tolerance of others who hold different beliefs from their own and appreciation for the natural world and a sense of community through shared beliefs and values.

Legal Requirements

It is a legal requirement that R.E. is taught throughout the school to all pupils registered at the school (Education Reform Acts 1996 and 1998). It has an equal standing and status alongside the core subjects of the National Curriculum. The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA (section 9 (3)) allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school head teacher /governors. It remains the responsibility of the school to supervise that child during lesson time. The ERA also allows teachers in community, foundation and voluntary controlled schools to withdraw from teaching R.E.

Education Act (2002 Section 80 (1) (a); (2) (a) (b)) RE must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

National Curriculum Coverage

Our school RE curriculum is based on the broad questions from the Derby and Derbyshire Agreed Syllabus (2021 revised), which was the locally agreed syllabus as well as the Understanding Christianity resources (2018) and has been supplemented by the online materials available through our Natre membership (2024). The materials offer a coherent and comprehensive resource based on developing;

- a theological understanding of the Big Story of Salvation in the Bible,
- a clear outline of core knowledge of a range of global faiths (known as substantive knowledge because it is subject specific)
- essential background information,
- an understanding of impact of religion on how different people live their lives.
- a learning approach that moves from an understanding of the text to a consideration of how this impacts on others as well as a flexible assessment which promotes deep learning and

reflection. (disciplinary knowledge - how do we know and can you justify by explaining? This is the tools of learning)

The curriculum also promotes British values: the rule of law, tolerance and respect, democracy and individual liberty.

Learning through doing in the early Years. (Provision in EYFS)

At Eyam we start all learning through a play based approach for our youngest pupils who will create and explore around the theme of class based learning. In this way our Foundation stage children are able to listen and contribute to class discussion and teacher lead learning before exploring ideas in a more open and child lead manner.

For example having listened to the Easter story in the bible and talked about key words as well as questioning what it means to Christians, Reception children then were offered the opportunity to make an Easter garden and whilst doing so the TA was able to ask questions about how various people might have felt and why. Some children made labels for the tomb whilst others then went off to look for bigger rocks and ones that were rounded and would roll. This gave opportunity for adapting ideas, being patient, taking turns and being flexible which are part of the social and emotional early years Curriculum requirements whilst also being good examples of the playing and exploring 'Characteristics of effective learning'.

In this instance the whole school had also had a visit from the Church Rector who had given all the children a palm cross and he had talked about the coming of Easter - the children are learning from different people, including each other as well as learning to listen, hold ideas in their head, sit still (all aspects of executive function)

At the early stages of learning the EYFS staff are focussed on enabling learning through a high quality learning environment, activities which promote active and creative play and which develop skills in the prime areas of Communication, physical development and Personal, Social and emotional development.

Equal Opportunities

All children and their families are valued equally at Eyam Primary School. Children are treated as individuals and have equal access to the RE curriculum. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. In order to accommodate an individual's particular learning style lessons will incorporate a multi-sensory approach so that the various activities will cater for all pupils in the spirit of inclusion (see Equal Opportunities, PSHE and SEN Policies).

Provision for Religious Education

All members of staff are responsible for the teaching of RE as part of their curricular responsibilities. In addition we receive support from the Rector and Generational Pastor.

Weekly time is allocated to RE throughout the school and is also integrated into learning, e.g. part of Personal, Social and Emotional Development, and Understanding the World as well as through the worship programme.

This time may be allocated weekly or in blocks or involve RE days.

Teaching and Learning Styles

We base our teaching and learning styles on the key principle that good teaching in R.E. 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 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.

Children are enabled 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 to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children e.g. visits to St Lawrence church Eyam and cities such as Manchester and London, the Open Center Derby which houses a mosque and a gurdwara.

The UC approach builds up pupil's knowledge and understanding of biblical texts and the overarching message of Salvation in the Bible. Each unit addresses core knowledge of a concept from the 'Big Story', these are revisited in each class. Within each concept there is a text, links to the lives of Christians and connections to the wider world.

The goal is religious literacy - pupils able to make sense of texts and varied interpretations, to understand the impact of beliefs and make connections to the wider world. As a school we recognise the impact of oracy skills on future learning and therefore plan for and promote discussion, debate and verbal explanation and justification of ideas to embed learning.

Key Skills

We believe that these are the core skills, which enable maximum learning across the entire curriculum, including RE:

- reading;
- communication;
- self regulation
- executive function
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance - having a growth mindset and using it!;
- problem solving and
- analysing - creating, reviewing, imagine, justify.

RE also gives opportunities for pupils to develop their skills in

- reflecting
- empathising

Professional Development

We believe that to be effective staff should continue to build strong subject knowledge through professional development. The RE coordinator takes part in training and workshops locally where they are able to liaise with other local Church of England schools in the Cluster and the Diocese. All staff have access to online CPD and the Natre membership includes a lot of well structured knowledge for staff to build their own understanding.

At Eyam we are aware that RE is part of the wider education and personal development of pupils as well as subject specific - substantive knowledge.

Subject Leaders

At Eyam the role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. The school gives subject leaders non-contact time so that they can monitor teaching and learning which includes work scrutiny. Each subject leader reviews the curriculum plans for the subject, ensures that there is appropriate coverage of the National Curriculum, and sees that progression is planned into schemes of work

Resources including teacher books

The main resource for the teaching of RE is the new online Natre Curriculum - The UC resources include additional items such as the Frieze, pictures and online teaching materials. The Derbyshire Agreed Syllabus for Religious Education 2014-2021 also supports long term and medium term planning. These are stored in the Infant Corridor along with LCP Religious Education files to aid short term planning. We have a wide variety of information books, posters and artefacts stored in the RE resource drawers as well as picture books in the library. Use is also made of BBC class clips and RE on line.

There are worship resources in the worship drawers and in the school library.

Funding

Resources are audited and Leaders apply for funds to update and replace equipment and resources as needed.

Outside Resources

We use the school grounds where relevant for example when considering creation, awe and wonder. As well as making regular visits to the Church in Eyam, we also visit places of worship such as the Derby Open Centre, Derby Cathedral and Sheffield Mosque.

Assessment

Assessment for learning is an ongoing, enabling process, being regarded as an essential part of teaching and learning. Teachers and learners work together to ensure:

1. There is a shared understanding of the next steps: The effective use of success criteria is a fundamental component of our teaching;
2. Teachers review learning through rapid recall of recent learning on an ongoing basis using vocab definition matching activities or lingo bingo, quiz questions, mind maps, right or wrong statements and facts to debate with peers or by giving the children an item or picture to analyse and describe which reflects their knowledge and reflections or questions for further learning. Through the retrieval of previous learning the children gradually build up knowledge

and can apply core skills - staff and pupils regularly make links to previous learning and practise using it within each new topic being studied.

3. Children play an active role in their learning and develop the skills to be able to assess themselves and each other: peer assessment is vital as it demonstrates if children understand how to improve;
4. Teachers provide effective feedback to children and adjust teaching to take account of the results of these assessments.

Staff also may use end unit RE assessments as a further tool to enable them to check understanding and attainment. These may include written work or group discussion. Progress meetings allow staff to discuss the progress that pupils are making and their current attainment.

Reporting

All subject areas are reported to Parents in our end of year report. Parents are encouraged to look at the RE books at the Spring Parent evening meetings and Parents are also able to make appointments during the year to see staff and discuss individual progress.