



## ENGLEFIELD CE PRIMARY SCHOOL

### RELIGIOUS EDUCATION POLICY

## *Sowing the seeds for a flourishing future*

### Introduction

Our vision states that *“Our loving environment cultivates the foundations of mutual respect and the understanding that every child is special in God's eyes. Our children are the seeds from which we will build a brighter future. We nurture and nourish them so they grow and flourish.”*

As a Church of England Voluntary Aided School we greatly value the opportunity religious education provides for the personal development and nourishment of each child and the positive impact it has on the ethos of the school.

Our policy and scheme of work is based on the PAN Berkshire Agreed Syllabus for Religious Education 2018-2023. R.E. teaching in the Early Years Foundation Stage (EYFS) is aligned to the most recent EYFS framework.

Our governing body has agreed the following focus for each Key Stage:

- Early Years – pupils will learn about Christianity and have an overview introduction to the other main world religions (Hinduism, Islam, Judaism and Sikhism) for example through looking at Creation stories.
- KS1 – the main focus is on Christianity, with an additional focus on Judaism and Islam. There is an introduction to other faiths through the celebration of special events.
- KS2 – the main focus is on Christianity but each academic year pupils will learn about another religion (Hinduism, Islam, Sikhism, Judaism, and Baha'i or Humanism) in some detail.

### The Aim of Religious Education within Our School

Our aim is to educate our pupils in the beliefs and practices of a wide range of religions so that we can build a more cohesive society in which individual beliefs are valued and respected and in which we can all live well together. Religious education should provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It should also help develop the skills to understand and navigate the Bible.

**These aims are achieved through a focus on the following three key aspects of RE:**

**KNOWING** includes enquiry into, and investigation of, the nature of religion, its beliefs, teaching and ways of life, sources, practices and forms of expression. It develops the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. They will learn about the nature and characteristics of individual religions.

**LIVING/IMPACT** – pupils will develop an understanding of ultimate questions and ethical issues. They will develop a knowledge and understanding of the nature and characteristics of a religion's impact on the lives of believers. Pupils will reflect on and respond to their experiences and the experiences of others in the light of their learning about religion.

**LINKING/CONNECTION** - pupils will understand how religions relate to each other. Pupils will learn to develop and communicate their own ideas especially in relation to questions of identity and belonging, purpose and truth, and values and commitments.

## **Planning and Delivery**

The minimum time allocated to the teaching of R.E. is as follows:

Key Stage 1 – 36 hours per year

Key Stage 2 – 45 hours per year

Time can be allocated to R.E. creatively and flexibly over the academic year and the subject might be planned in connection with other subjects but with a distinct RE focus.

In the EYFS, R.E. is taught following a one year long term plan. For KS1 and KS2, R.E. is taught following a two year cycle long term plan.

The Understanding Christianity material is the main resource used in planning the teaching of Christianity. The Oxford Diocesan Board of Education (O.D.B.E.) materials are the main resource used when planning for the teaching of the other religions. Other resources are used where appropriate.

Where possible, RE is taught through creative, practical and investigative learning opportunities as well as discussion. Some study of the Bible is included, particularly in KS2.

To help us to develop the understanding that every child is special in God's eyes, we enjoy a close connection with St Mark's Church, Englefield and maintain links with St Laurence Church, Tidmarsh and St Nicholas Church, Sulham. Our link with the church community is very important to us and one that we build upon through activities such as the choir singing in some Sunday services.

The school ensures there are opportunities to visit the places of worship of other religions to enhance understanding, develop respect for others and understand how we can all live well together.

## **Attainment and Assessment**

The planning, teaching, learning and assessment of R.E. should be informed by the progression outcomes and suggested age related outcomes produced by the O.D.B.E. combined with the expected outcomes of the agreed syllabus. These link well with the outcomes as described in each Understanding Christianity unit. Teachers use the above materials to make termly assessments against each pupil which enable them to plan appropriate foci for the coming units of work.

## **Withdrawal from Religious Education**

Parents have the right to withdraw their child from all or part of Religious Education however this must be discussed and agreed with the Headteacher. In this situation, the school has a duty of care to look after the child but not to provide alternative education; parents are entitled to send in alternative RE materials for the child to use during this time.

## **Management of policy**

<b><i>School:</i></b>	This policy has been prepared by Governors and the RE subject leader. It will be implemented and managed by the Headteacher in liaison with staff.
<b><i>Governing Body:</i></b>	The Governing Body (led by the Foundation Committee) will monitor, review and update this policy.
<b><i>Review:</i></b>	This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.
<b><i>Approval:</i></b>	<i>Approved by the Governing Body on 9<sup>th</sup> March 2023</i>
<b><i>Next review due:</i></b>	Spring 2025