



Religious Education Policy

Introduction

Religious Education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role which beliefs and values play in people's lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide today as they have done throughout history. As a curriculum area Religious Education offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live.

Fleggburgh is a Voluntary Controlled Church of England Primary School, and Religious Education is provided in line with the requirements of the relevant Education Acts. These are that:

- the basic curriculum must include Religious Education provision for all pupils on the school roll;
- the content of Religious Education must reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- Religious Education must be provided according to the Norfolk Agreed Syllabus - 2012.

We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The Religious Education programme seeks to be sensitive to the home background of each child; it is not the function of Religious Education to promote or disparage particular religious views.

The Aims of Religious Education at Fleggburgh CE Primary School

Within the framework of the Education Acts and Agreed Syllabus, our aims in Religious Education are to:

- provoke challenging questions about the ultimate meaning and purpose of life, what is right and wrong, the nature of reality and the being of God
- develop pupils' knowledge and understanding of Christianity, other principal religions, other religious beliefs and worldviews that offer answers to such questions
- develop pupils' awareness and understanding of religious beliefs, teachings, practices, forms of expression and the influence of religion on individuals, families, communities and cultures
- encourage pupils to learn from the diversity of religions, religious beliefs and worldviews while affirming their own faith or search for meaning
- challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourage pupils to develop their sense of identity and belonging and enable them to flourish individually within their own communities, and as citizens in a plural society and the global community

- help prepare pupils for adult life and employment by enabling them to develop respect and sensitivity to others - in particular those with different faiths and beliefs - and equipping them to combat prejudice and negative discrimination.

Time Allocation

At Fleggburgh we aim to teach 36 hours per year at the Foundation Stage and Key Stage 1 and 45 hours per year at Key Stage 2 in line with recommendations and the Agreed Syllabus.

The Requirements of the Norfolk Agreed Syllabus

At Fleggburgh our Religious Education is based on the Norfolk Agreed Syllabus. The Agreed Syllabus sets out Programmes of Study for the Foundation Stage, Key Stage 1 and Key Stage 2, beginning each with a focus statement summarising what Religious Education will look like at that Key Stage.

During the Foundation Stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship. Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Throughout Key Stage 1 pupils investigate Christianity and are introduced to at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artifacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and beliefs for some children and their families. Pupils ask relevant questions and use their imagination to develop a sense of wonder about the world. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and develop a sense of belonging.

Throughout Key Stage 2 pupils learn about Christianity, other principal religions, other religious beliefs and worldviews, recognising the impact of religion and belief both locally and globally. They make connections between differing aspects of religion and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion and worldviews. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions, and the importance of dialogue between people of different beliefs. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and in valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others, in the light of their learning in Religious Education.

The Programmes of Study develop continuity and progression in Religious Education. They detail requirements for 'Learning about religion' and 'Learning from religion' for each Key Stage. The 'Breadth of Study' section explains which Religions and Areas of Study

should be covered and outlines a wide range of Experiences and Opportunities which should characterise teaching and learning.

The Agreed Syllabus also sets out Attainment Targets for Religious Education and gives Level Descriptions by which pupils' progress may be assessed.

Scheme of Work

A Scheme of Work for Religious Education at Fleggburgh has been developed in light of the requirements described above. The Agreed Syllabus is available for inspection in school.

The Programmes of Study are taught through discreet Religious Education lessons with some aspects of the Programmes of Study taught as part of planned cross-curricular themes.

Teaching and Learning Styles

The Norfolk Agreed Syllabus encourages teachers to use a range of pedagogies and teaching strategies in order to fulfill the requirements of the syllabus, including The Norfolk Best Practice Framework for Enquiry.

At Fleggburgh we use varied and active ways of working which include art and drama, debating, visits, posters, photos, videos and interactive displays.

Use of ICT

Pupils are being given increasing opportunities to apply and develop their ICT capability where appropriate in Religious Education.

These opportunities may include:

- use of web-based resources e.g. for virtual visits to places of worship;
- presentation software e.g. word processing and powerpoint;
- digital cameras;
- interactive whiteboards.

These can all help pupils develop their learning in and enjoyment of Religious Education.

At Fleggburgh, teachers are encouraged to use a Religious Education gateway site: www.reonline.org.uk, as a basic resource for their own and pupils' needs. The subject leader holds details of other useful websites with information on religions, pictures of ceremonies and artefacts, and also sites run by different religious communities.

Resources

Good resources are essential to fulfil the teaching requirements of the Agreed Syllabus. Resources are stored in separate topic boxes. Staff are encouraged to suggest gaps in the resources for future spending.

Professional Development for Staff

The school acknowledges that no teacher can be an instant expert in six religions. Opportunities for Continuing Professional Development in the teaching of Religious Education are offered to staff, subject to budget constraints. The school is also supported by the Diocese of Norwich Board of Education.

Visits and Visitors

Visits and visitors can provide powerful learning experiences for both teacher and pupils. All visits and visitors are organised through the subject leader following the Norfolk 'Educational Visits and Journeys - procedures and guidance'.

We visit St Margaret's Church in Fleggburgh, where The Vicar and other members of the community meet with children. Activities and discussions are focused on specific areas of the curriculum as we aim to revisit the church with both classes.

Matching Work to Pupils' Needs

Whole school policy with regard to special needs and differentiation applies to Religious Education and the SENCO will give advice on adapting work. However, teachers are aware that some children have additional experience of a religion through family practice and may show greater ability and understanding than they do generally.

Assessment, Recording and Reporting

It is important to note that not all aspects of Religious Education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment. The Norfolk agreed syllabus requires schools to report progress in terms of levels of attainment at the end of Key Stage 2. SACRE may ask schools to submit the levels attained by pupils at the end of the KS2 as part of its responsibility to monitor Religious Education in Norfolk. In line with statutory requirements we provide a written report to parents on their child's progress in Religious Education as part of our Annual Report.

Monitoring, Evaluation and Review

The subject leader's role includes the monitoring and evaluation of this policy in practice and, in particular, monitoring of teaching and learning in the classroom. This includes scrutiny of children's work, discussions with teachers and pupils and observations of lessons.

Contribution to Spiritual, Moral, Social and Cultural development

These are areas of a pupil's development to which all subjects are expected to contribute. At Fleggburgh, Religious Education should play a part in:

- developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for

meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way. (SPIRITUAL)

- providing a forum for pupils to develop and evaluate their own beliefs and values and to examine the beliefs and values others have chosen to live by. (MORAL)
- encouraging interest in and an understanding of others, respect for those with different beliefs, and a sense of 'community'. (SOCIAL)
- evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers. (CULTURAL)

Provision for Withdrawal from Religious Education

Two provisions of law need to be noted:

- i) Parents may ask for their child to be totally or partially withdrawn from Religious Education in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988. Reasons for withdrawal do not have to be given and the school **must** enable parents to exercise this legal entitlement. The new School Brochure will advise parents of the current provision for Religious Education. They will be asked to contact the Headteacher if they wish to withdraw their child. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative Religious Education or supervision made.
- ii) Teachers may withdraw from Religious Education. Their classes, however, are legally entitled to Religious Education. The Headteacher is responsible for alternative provision for pupils. Staff are not required to give reasons for withdrawal. Currently no member of staff exercises this right. Were this to happen, the subject leader would probably cover the affected class. The other member of staff would teach an appropriate area of the National Curriculum for the subject leader.

Religious Education and its relationship to Collective Worship

In law, Religious Education and Collective Worship are distinct. Religious Education is part of the school curriculum; it has to be delivered appropriately for pupils of different ages and abilities. It cannot be delivered during Collective Worship. However, during Collective Worship at Fleggburgh stories from the Bible, Christian and other traditions, are told and enjoyed, festival days and celebrations are often mentioned, and we enjoy assemblies led by members of religious communities. These complement and bring depth to our Religious Education programme. A separate policy is available for Collective Worship.

Presented to the Governing Body :November 2018

Signed (Chair of Governors)