



# Religious Education Policy

This policy was adopted at a meeting of:	FGB
Held on:	12-11-2019
Date to be reviewed	September 2021
Signed on behalf of the Governors:	<i>L Willis</i>
Name of signatory:	Mrs Lynsey Willis
Signed by Head teacher	<i>V Barron</i>
Name of Head teacher	Mrs Vicky Barron



**Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.**

**This policy applies to all staff and volunteers within the school.**

**Designated Safeguarding Lead (DSL) - Vicky Barron**

**Deputy DSL - Tracey Lane**

**Safeguarding Governor - Lynsey Willis**

**Gloucestershire Safeguarding Children Board (GSCB) procedures**

**<https://www.gscb.org.uk/>**

**This policy should be read in conjunction with:**

**Safeguarding and Child Protection Policy**

**[http://www.sheepscombeschool.co.uk/wp-content/uploads/2017/10/Policy\\_safeguarding-2017.pdf](http://www.sheepscombeschool.co.uk/wp-content/uploads/2017/10/Policy_safeguarding-2017.pdf)**

**Teaching and Learning Policy**

**[www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy\\_Teaching-and-Learning-policy.pdf](http://www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy_Teaching-and-Learning-policy.pdf)**

**Code of Conduct and Whistle Blowing Policy**

**[www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy\\_Code-of-conduct-and-whistleblowing-June-2017.pdf](http://www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy_Code-of-conduct-and-whistleblowing-June-2017.pdf)**

**Behaviour Policy**

**[http://www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy\\_Behaviour-policy-Sept-2017.pdf](http://www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy_Behaviour-policy-Sept-2017.pdf)**

**Data Protection policy**



## **Principal Aim**

'RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'

## **Introduction**

Religious Education at Sheepscombe follows the local Agreed Gloucestershire syllabus. We give children an opportunity to develop a knowledge and understanding of the religious practices and beliefs of Christianity, Judaism, Islam, Hinduism and Buddhism. Through this curriculum we provide a positive context within which the diversity of cultures, beliefs and values can be explored.

The children are encouraged to reflect on their own developing beliefs and values and to be respectful of the beliefs and values of others through understanding their traditions and practices. Opportunities are given for children to question and suggest answers relating to their own religious practices and those of others.

## **Aims**

RE teaching aims 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 that 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 teaching 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 worldviews, so that they can:
  - 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 what they may be important in their own and other people's lives.

## **Implementation**

The Gloucestershire Agreed Syllabus for RE has been arranged into an overview for each term for each of the groups across the school. RE is taught in 4 groups in our school - EYFS, Year 1 and 2, Year 3 and 4 and Year 5 and 6.

Key questions are used to ensure a depth of study and understanding across a range of religions and beliefs. Tolerance and respect for others' beliefs is the expectation during RE sessions.

Using the scheme of work from the syllabus for each of our groups, we plan deliver weekly sessions across the school for RE.

Although much of the RE teaching and learning is discussion based, we have an RE 'big book' for each group which shows progression across topics and between year groups. Also work may be recorded in the children's theme books when it is appropriate.

Art, Drama, Sport and Music are used to involve children in exploring, their understanding of different religious beliefs and traditions. Pictures, artefacts and stories are also used to give children a visual point of reference. In contrast periods of stillness and reflection are also part of lessons, when appropriate.

Throughout the year the children have opportunities to meet people from the local community who share their own personal experiences of how their faith is part of their lives.

Children come together to have a daily act of worship in school in the form of an Assembly. Assemblies may be singing based, story based, directly faith based or more widely values based or may look at other global celebrations and cultures.

Each term Mr Gordon Rea comes into school to deliver a whole school assembly. He tells Bible stories through art and drama, bringing to life characters and exploring their motives in a Christian context. The aim of these stories is to bring out the values which relate to the lives of Christians today.

The recommended minimum time spent on teaching RE as set out in the Gloucestershire syllabus is 36 hours per year in Reception classes and KS1; and 45 hours per year in KS2. These hours may also be blocked into RE days or on an RE visit such as to a cathedral or mosque, for example.

## **Assessment**

We use the assessment criteria from the Agreed syllabus based on key questions and make a teacher assessment judgement based on whether the pupils are 'working towards', 'expected' or 'exceeding' these standards. The RE subject leader monitors the teaching of RE least twice per year in each group and also carries out pupil voice to ensure consistency in the teaching and learning across the subject. This information is reported to governors annually in a subject leader report.



We use the information from monitoring to feedback to staff. We carry out a termly self review of work and resources to identify areas for improvement, which will feed into the School Development Plan or Moving on Plan.

### **Developing knowledge, skills and attitudes in RE**

RE teaching at Sheepscombe Primary School is intended to develop the following skills:

Investigating - in RE this includes abilities such as:

- Asking relevant questions
- Knowing how to use different types of sources as ways of gathering information
- Knowing what may constitute evidence for understanding religion(s).

Reflecting

- Reflecting on religious beliefs and practices and ultimate questions
- Reflecting upon feelings, relationships, and experiences
- Thinking and speaking carefully about religious and spiritual topics.

Expressing

- Explaining concepts, rituals and practices
- Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.

Interpreting

- Drawing meaning from, for example, artefacts, works of art, poetry and symbols
- Interpreting religious language
- Suggesting meanings of religious texts.

Empathising

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and to see issues from their point of view, deepening an understanding of beliefs and practices.

Applying

- Using RE learning in new situations
- Making associations between religions and individual community, national and international life
- Identifying key religious values and their connections with secular values.

Discerning

- Developing insight into personal experience and religion
- Exploring the positive and negative aspects of religious and secular beliefs and ways of life
- Relating learning to life
- Making thoughtful judgements about the personal value of religious beliefs and practices



### Analysing

- Distinguishing between opinion, belief and fact
- Distinguishing between the features of different religions
- Recognising similarities and distinctiveness of religious ways of life.

### Synthesising

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole
- Making links between religion and human experience, including the pupil's own experience.

### Evaluating

- Debating issues of religious significance with reference to experience, evidence and argument
- Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience
- Drawing conclusions which are balanced, and related to evidence, dialogue and experience.

### Right to withdraw

At Sheepscombe we encourage an inclusive community approach to Religious Education. However parents are legally able to withdraw children from Collective Worship or Religious Education.

Parents wishing to do so must first contact the Head Teacher to discuss any anxieties they may have with regards to the school's Religious Education policy and then put in writing their request to withdraw.

### Promoting Fundamental British Values, and Preventing Radicalisation and Violent Extremism

Sheepscombe Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and understanding of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated.

Sheepscombe Primary School seeks to protect its children and staff from all messages and forms of violent extremism and ideologies. Sheepscombe Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

For further information, refer to the Department for Education (DfE) Prevent guidance, our statement of British Values and Safeguarding and Child Protection policies.