

Religious Education

Legal Requirements

Religious Education at Sandgate Primary School is provided in line with statutory requirements, which are:

- All state schools must teach religious education to pupils at every key stage
- This teaching must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain
- The religious education provided shall be in accordance with the locally agreed syllabus for Kent

Aims and Objectives

The principle aim of RE, as stated in the 'Kent Agreed Syllabus for Religious Education' is

“..to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.”

There is a further threefold aim, which elaborates the principle aim. The curriculum for RE aims to ensure that all pupils:

- 1) Know about and understand a range of religions and worldviews, so they can:**
 - Describe, explain and analyse beliefs and practises, 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 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 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 why they may be important in their own and other people's lives.

When teaching RE, we seek to enable pupils to:

- Engage in meaningful, informed and academic dialogue with those of others faiths and none, and
- Develop evaluative responses of their own to the questions and issues addressed in RE.

Through teaching RE we aim to develop religious literacy within our pupils; that is, the ability for them to hold balanced, well-informed, respectful conversations about religion and worldviews.

Our teaching of RE at Sandgate encourages deep thought and reflection on big questions, as well as developing an understanding of diversity and respectful attitudes.

Spiritual, moral, social and cultural development are considered to be of high importance at Sandgate and are supported through the teaching of RE, as pupils explore beliefs and experiences, respect faiths, reflect, learn to recognise right and wrong, investigate moral and ethical issues, appreciate cultural influences, and understand, accept, respect and celebrate diversity.

Teaching and learning

The agreed syllabus that we follow at Sandgate is based around a key question approach, where the questions open up the content to be studied.

These questions are separated into three strands:

1. Believing

Religious beliefs, teachings, sources; questions about meaning, purpose and truth

2. Expressing

Religious and spiritual forms of expression; questions about identity and diversity

3. Living

Religious practices and ways of living; questions about values and commitments

The design of the curriculum allows pupils to revisit topics and key concepts and build upon prior learning, deepening their knowledge and understanding. This also allows for the

transfer of knowledge from the working memory to the long-term memory, allowing pupils to be better able to retrieve prior learning.

In Key Stage 1, pupils **develop their knowledge and understanding** of religions and worldviews, recognising their local, national and global contexts. They **use basic subject specific vocabulary** and they **raise questions** and **begin to express their own views** in response to the material they learn about and in response to questions about their ideas.

In Key Stage 2, pupils **extend their knowledge and understanding** of religions and worldviews, recognising their local, national and global contexts. They are introduced to an **extended range of sources and subject specific vocabulary**. They are **encouraged to be curious and to ask increasingly challenging questions** about religion, belief, values and human life. Pupils **learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views**.

The Agreed Syllabus is taught from Reception and is linked to the Foundation Stage curriculum through the Early Learning Goals. Foundation pupils are taught through 'special' themes, e.g. special people, special times, and special places. Through these themes pupils encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. There is an expectation that Foundation age pupils will receive 36 hours of RE learning during the year.

In Key Stage 1 pupils learn about Christians and Muslims. They will also receive 36 hours of RE tuition per year.

In Key Stage 2 pupils learn about Christians, Muslims, Hindus and Jewish people, as well as Humanists. They will receive 45 hours of RE tuition per year.

RE at Sandgate involves a wide variety of teaching and learning styles and experiences, to positively and actively engage all pupils. These include, but are not limited to: asking and discussing big questions; group and class discussions; reading age-appropriate texts; the use of ICT; pair and group work; using a range of media, including artefacts, pictures, photographs, artwork, music and drama; outdoor learning; visits and visitors; reflection time.

RE is taught by class teachers.

Funds will be available for in-service training and teachers are encouraged to attend courses.

The policy and practice in RE reflects the whole school policy and encompasses the full range of abilities, including the most able and those with Special Educational Needs. All pupils contributions are valued and lessons are planned to enable all children to access the RE curriculum and achieve their highest potential.

Assessment and Recording

RE learning is recorded in Learning Links books.

Teachers assess children's knowledge, understanding and skills in Religious Education by making observations of the children working during lessons as well as assessing their recorded work.

As part of our assessment for learning process (and in line with our school's assessment policy), children will receive both verbal and written feedback in order to aid progress in the subject. Children are also encouraged to be critical of their own work, considering their own next steps. Twice a year, Foundation subject assessment grids are completed by class teachers, showing children's attainment in RE. The agreed syllabus provides descriptions of levels of attainment which are used to assess pupils' standards and monitor their progress. The Curriculum Leader analyses this data and provides feedback to the RE subject lead, in order to inform and improve future practice.

Inclusion

We recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity and are sensitive to the home background of each child, challenging stereotypes and misconceptions about religious people, their lifestyles and traditions.

Spiritual, moral, social and cultural development and British Values

The teaching of RE develops mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith. Pupils learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important.

In addition, children develop a respect for the environment, the rule of law, democracy and other's individual liberty.

Spiritual development concerns the growth and nurturing of the human spirit; an increasing awareness of an 'inner life' which includes emotion, intuition, creativity, imagination and curiosity, as well as intellect. It enables us to evaluate our human relationships and our relationship to the wider world. RE makes a contribution to the spiritual development of children in many ways:

- Exploring beliefs and values- developing own beliefs and values.
- Experiencing wonder and joy through religious stories, celebrations, rituals and symbols.

- Considering questions about God and human existence.
- Evaluating truth claims.
- Understanding and respecting the insights and beliefs of others.
- Considering the impact of spiritual/religious practices on believers and any relevance to one's own life.

Withdrawal

We acknowledge the rights of parents to withdraw their child from RE. Any questions or concerns from parents about RE or withdrawals should be raised with the class teacher, then referred to the headteacher.

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