

**Religious Education policy 2020**

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**February 2023**

**This policy will be reviewed every three years, and following any concerns and / or updates to National and Local guidance or procedures**

## Religious Education Policy 2020

### The nature and purpose of Religious Education

The aim and purpose of teaching R.E. is to enable children to develop a respect for their own beliefs and that of others, to promote diversity and community cohesion.

This *will* enable all children and young people to:

- Understand the nature, role and influence of religion and world views.
- Pursue a personal quest for meaning, purpose and value.
- Formulate and express reasoned opinion/argument.
- Understand and have respect for different beliefs and life-styles.

### The vision and values of the school

#### Vision

To be a truly inclusive school community where the needs of all learners are met within a stimulating and challenging learning environment which is underpinned by Christian values.

#### Values

Our key values are summarised by our mission statement 'Together we are Porter Croft'. It is very important to us that all members of our community feel valued and part of a larger whole – our diverse community is one where multiple faiths are expressed and we view all children as children of God. Our Academy Trust is named 'Koinonia' in recognition of this and so we talk about this sense of 'togetherness' or fellowship often. Key values are also compassion, tolerance and respect for others. The children will speak of 'respecting oneself, respecting others and respecting our environment' when expressing this. Our School Prayer, written by the children, expresses thankfulness and humility, which are also key in our teaching.

#### Aims

- Nurture pupils' own personal faith/commitment within a clear ethos of respect for different faiths and world views.
- Contribute to pupils' personal development including spiritual, moral social and cultural development.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- Give pupils a sound knowledge and understanding of the Christian faith.
- Give pupils the opportunity to explore the nature of religious language and symbolism.
- Value pupils' own faith and introduce them to other world faiths and different places of worship.
- Experience Christian faith and places of worship

### Religious Education and the Law

As Porter Croft Primary Academy is a Church of England school, the academy must reflect this through the R.E curriculum: The R.E curriculum will be made up of 66% Christian units and 34% non-Christian units. The law states that R.E must take up 5% of the total curriculum time. This will be done by teaching 1 hour of R.E per week as a discrete subject. The school will follow the Sheffield

SACRE Religious Education Syllabus 2019 with additional units from the Blackburn Scheme of work and the 'Understanding Christianity' teaching resource.

To fulfil these requirements Religious Education shall:

1. Be distinct and separate from collective worship.
2. Be provided for all pupils, including Foundation Stage children within the seven areas of learning and the early learning goals of the foundation stage.
3. Be allocated 5% curriculum time in all schools and taught weekly.
4. 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 religions represented in Great Britain. This is taken to mean that Christianity shall be studied for at least 66% of RE curriculum time each year.
6. Provide opportunities for all pupils to study each of the other 5 major world religions (Buddhism, Hinduism, Islam, Judaism and Sikhism) at least once in Key Stage Two.
7. Not be denominational in character, though teaching about the origin and variation of denominational differences is appropriate.
9. Assess in a way that is valid, rigorous, and for a range of purposes, including assessment for learning.
10. Be subject to Office for Standards in Education (OfSTED) and Local Authority/Academy Trust Inspections.

### **Content and approach**

Religious Education at Porter Croft Academy is based upon the teachings of Jesus Christ, whilst recognising and reflecting the diverse nature of belief and culture represented within the school, and indeed our city and country. All children are encouraged to appreciate and develop an understanding of Christianity and other faiths, through an investigative and exploratory approach. Religious Education respects the integrity of both pupil and teacher.

All units of work will cover the 6 key concepts from the Sheffield SACRE Religious Education Syllabus 2019

- Beliefs, teachings, sources of wisdom and authority
- Experiences and ways of living
- Ways of expressing meaning
- Questions of identity, diversity and belonging
- Questions of meaning, purpose and truth
- Questions of values and commitments

Pupils will be taught to

1. know about religions
2. think about how religion effects the lives of those with beliefs
3. reflect on their beliefs and values

The aim of this is to develop a respect for one and another's beliefs whilst giving children time to reflect on their own, hence making R.E more meaningful. This will offer insights and understanding to pupils of all abilities, and so promote self-esteem and stimulate motivation, participation and attainment. Religious education will also support the school curriculum and national strategies through developing literacy and creative thinking. Cross curricular links with other subjects will be made when appropriate.

### **Monitoring and assessment**

Children's progress in Religious Education is assessed continuously using on-going Assessment for Learning. Teachers' also assess children on a termly basis giving children an overall level of 'emerging' 'secure' or 'greater depth'. Teachers will use the assessment sheets that cover the vocabulary and learning objectives for each unit. R.E levels will be submitted to the R.E coordinator every term. Evidence will include written and pictorial evidence, and observations of other indicators, such as comments made or questions raised by children in discussion. Children will also be involved in self-assessment which will be built into each unit of work.

Each term the R.E coordinator will take in three pieces of work from the R.E books for monitoring. A record of this work scrutiny will be kept as evidence kept in the R.E folder. All children's work will be kept in their green R.E books, which they will take with them as they move through the school.

### **Inclusion**

This will be done by:

- including all learners (making topics relevant to their lives)
- setting suitable learning challenges (providing opportunities to succeed)
- overcoming potential barriers to learning for individuals and groups of pupils

### **Resources**

The resources for Religious Education are kept in the resources area. These include books, artefacts, schemes of work and DVDs. Other resources are available at Church House in Rotherham.

### **The right to withdraw**

Parents may request the governing body to provide Religious Education for their children according to the Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the Agreed Syllabus. The governing body should make provision unless the circumstances make it unreasonable to do so.

Should the governing body be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Academy Trust. The Academy Trust may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

Parents may withdraw their children from Religious Education as they may in any school. If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation.

### **RE Statement of Entitlement: The Church of England Education Office 2019**

***'In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.***

***Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change***

***in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.***

***Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development.***

***Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. '***