



Buckstones Community Primary School

Policy for R.E.

Written and agreed by staff: 3rd. May 2022

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Intent

At Buckstones Primary School, we believe that it is vital for all our pupils to learn from and about religion so that they can understand the world around them. We believe that Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area and religious visitors.

Within our teaching of RE, there are three aims as set out below, the three aims are all linked:

- **Making sense of beliefs**

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.

- **Making connections**

Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied and consider how these ideas might challenge their own thinking; discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.

- **Understanding the impact**

Examining and explaining how and why people put their religions and beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of expressing meaning.

Implementation

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject, however the Guidance released in 2010 views it as an important curriculum subject. Buckstones Primary School shares this view and has adopted the Oldham Agreed Syllabus. In order to deliver the aims and expected standards of the Oldham Agreed Syllabus, it is expected that EYFS and Key Stage 1 will allocate, on average, 50 minutes a week to RE and Key Stage 2 will allocate, on average, 1 hour a week. Staff may choose to plan RE to be delivered each week or delivered over RE days and/or weeks but there is a clear expectation that RE must form a valued and consistent part of the curriculum at Buckstones Primary School.

Over their time at Buckstones Primary School, we aim to give children a broad and balanced experience of the world's main religions as detailed below:

4-7 year olds Reception and Key Stage 1	7-11 year olds Key Stage 2
Christianity	Christianity
Islam	Islam
	Judaism
	Hinduism
	Humanism as the secular alternative

At Buckstones it is believed it is effective to sometimes study 2 religions at 1 time in order to compare and contrast but good planning doesn't tackle too many religions at the same time.

At Buckstones Primary School, we aim to offer the following experiences and enrichment opportunities as a part of the Religious Education syllabus:

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- participating in moments of quiet reflection
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

Impact

Buckstones Primary School will implement an assessment structure in line with the recommendations of the Oldham Agreed Syllabus. This assessment process will focus upon the end of stage outcomes as set out in the agreed syllabus. This assessment process will be ongoing throughout the year, without set assessment periods, to allow staff to assess gains in knowledge and skills to allow them to inform future learning. The focus of this assessment is to ensure that children are making progress in RE skills and knowledge and to inform future learning. Assessment will form an integral part of the teaching and learning of R.E. This will be done by observing and recording children working, by listening to their responses and by examining work produced.

Each of the three elements of the teaching and learning approach is important, and pupils should make progress in all of them. Below are the end-of-phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end-of-phase outcomes. Teachers will recognise that this approach balances skills with core knowledge. The outcomes on this page are woven into every aspect

of the planning, teaching, learning and assessment of this syllabus. They are the statutory key to the RE syllabus.

Teaching and learning approach	End of KS1, aged 7 Pupils can ...	End of lower KS2, aged 9. Pupils can ...	End of KS2, aged 11 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.	Identify some core beliefs and concepts studied and give a simple description of what they mean	Identify and describe the core beliefs and concepts studied	Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions
	Give examples of how stories show what people believe (e.g. The meaning behind a festival).	Make clear links between texts/sources of wisdom and authority and the core concepts studied.	Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.
	Give clear, simple accounts of what stories and other texts mean to believers.	Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers.	Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.

Teaching and learning approach	End of KS1, aged 7 Pupils can ...	End of lower KS2, aged 9 Pupils can ...	End of KS2, aged 11 Pupils can ...
Element 2: Understanding the impact. Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.	Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live.	Make clear connections between what people believe and how they live, individually and in communities.
	Give examples of ways in which believers put their beliefs into practice.	Identify some differences in how people put their beliefs into practice.	Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. In different communities, denominations or cultures.

Teaching and learning approach	End of KS1, aged 7 Pupils can ...	End of lower KS2, aged 9 Pupils can ...	End of KS2, aged 11 Pupils can ...
Element 3: Making connections Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.	Think, talk and ask questions about whether the ideas they have been studying have something to say to them.	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. Believers and atheists). Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently.
	Give a good reason for the views they have and the connections they make.	Give good reasons for the views they have and the connections and comparisons they make.	Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Buckstones Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, R.E. needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

Spiritual, Moral, Social and Cultural Development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives. Using our cooperative learning approach, the teaching of R.E. supports the social development of our pupils. Children are grouped so that they can work together and form positive, respectful and nurturing relationships. Through this approach, children will learn key social skills to help them on their learning journey.

Withdrawal from RE Learning

Parents may request that their child is withdrawn from R.E. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time.

Leadership and Management

The role of the R.E curriculum co-ordinator is:

- to ensure teachers are familiar with the local agreed syllabus;
- to lead by example in the way they teach and model good practice in their own classroom;
- to prepare, organise and lead staff development sessions with the support of the Head teacher;
- to attend relevant training in order to enhance the provision of R.E. across school;
- to order equipment after reviewing the needs of staff and pupils.

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Pupils/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor