



CHINLEY PRIMARY SCHOOL

RELIGIOUS EDUCATION (RE) POLICY

INTRODUCTION

This policy is based upon the agreed Derbyshire Agree Syllabus (2020-2025) and is underpinned by other policies including; *collective worship*, *PSHEE*, *Equal Opportunities* and *Curriculum*.

The National Curriculum states that every state-funded school must offer a curriculum, which is balanced and broadly based, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school. All state schools must teach RE to pupils at every key stage (parents have the right to withdraw their children from the subject).

AIMS

The principal aim of RE is to engage pupils in enquiry into significant questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise responses to these questions, as well as develop their own opinions.

In Religious Education lessons at Chinley Primary School, the intention is for children to:

Know about and understand a range of religious and worldviews, so they can:

- Describe, explain and analyse beliefs and practices, recognizing the diversity, which exists within, between communities, and amongst individuals.
- Identify, investigate and respond to questions posed, and responses, offered by some of the sources found in religions and worldviews.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

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 thought 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 both positive and negative.

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 well-being 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.

WHAT RELIGIONS ARE TAUGHT?



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The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK. These are Islam, Hinduism and Judaism. In addition, children from families where non-religious worldviews are held are represented in almost all of our classrooms; these views including Humanism will also be focus for study.

Religions to be studied in depth

EYFS (Nursery and Reception)	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5-7 Key Stage 1	Christians and Muslims or Jewish people
7-11 Key Stage 2	Christians, Muslims, Hindus and Jewish people.

This is the minimum expectation we may go beyond this responding to children's interests, or celebrating festivals, etc. in a wider range of religions.

CURRICULUM TIME ALLOCATION FOR RE

The time allocated to Religious Education follows the recommendations in the Agreed Syllabus document, that each Unit of Curriculum requires an allocation of not less than 5% curriculum time. Delivered as follows:

KS1: 36 hours of tuition per year

KS2: 45 hours of tuition per year.

As a result of the way in which the curriculum is organised at each Key Stage and in each Year Group, the amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up into smaller sessions. RE is also taught in a cross-curricular manner, particular through subjects such as literacy, art and history.

Over the entire year, class teachers endeavour to ensure that all children have equal access to the required amount of Religious Education curriculum time.

CURRICULUM AND SCHOOL ORGANISATION

The Scheme of Work from the Derbyshire Agreed Syllabus (2020-2025) outlines in detail how Religious Education is planned and taught in each Key Stage. Topic overviews and annual planners on the school website show which units have been selected to be taught in each year group and when.

A copy of the Derbyshire Agreed Syllabus (2020-2025) is available in the Curriculum area of the school website for reference.

Learning in Religious Education may be by means of direct teaching to the class or small groups: by providing direct hands-on experience with RE resources, such as photographs or artefacts; by teacher-prepared materials such as worksheets; through stories, poetry, drama; through visits to faith communities.



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Children in each Key Stage may be asked to undertake some homework activities or tasks as part of their work in Religious Education. This could take any number of forms, and may include responding to work carried out in class or researching information at the local library or on the Internet.

Visitors from a range of faith communities may be invited into school to work with the children. Establishing links with local faith communities is therefore useful.

WITHDRAWAL FROM RELIGIOUS EDUCATION

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. This is clearly stated in the School Prospectus. If a parent chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher, in consultation with the Headteacher.

Reviewed by Peter Lambert

Reviewed: December 2020

Next due for review: December 2024

Policy agreed by Governing Body: Minute number: