



ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

RELIGIOUS EDUCATION POLICY

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education within Alderman Jacobs School. It is taken mainly from The Agreed Syllabus 2018 Religious Education in Cambridgeshire, which has been informed by consultation with schools and with faith and belief communities through Standing Advisory Council for Religious Education (SACRE)

Legal Requirements

Alderman Jacobs provides a curriculum which is balanced and broadly based. It

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

Legislation requires that

- RE is taught in accordance with the local Agreed Syllabus
- The syllabus must 'reflect the fact that religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Right of Withdrawal

Parents have the right to withdraw their children from all or any part of Religious Education. However a discussion and a chance for parents to look at the work planned, will often avoid withdrawal of pupils. If a child is withdrawn, teachers are not required to provide alternative work.

Teachers also have the right to withdraw from teaching Religious Education on grounds of conscience.

Aims

The aims of Religious Education are as follows:

- To develop religious literacy
- To acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom
- To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop attitudes of respect towards other people who hold views and beliefs different from their own
- To develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom

Teaching and Learning

Religions deal with profound and difficult questions in human life. Throughout the curriculum, pupils should be encouraged to **explore** religions, **engage** with their knowledge and **reflect** on their learning and their lives. To do this, RE needs:

- To develop pupils' skills
- To enable them to ask questions
- To discover information, to approach new material with empathy
- To equip pupils to reflect on their learning, by acquiring knowledge and using it to understand their world and community and develop their personal position

The 2018 syllabus recommends that all key stages use 'Enquiry methods and when planning and delivering units of work. When planning units of work, a range of approaches to learning that match different types of enquiry should be used. Eg

- 'Big Questions' are used as the focus of an enquiry
- Use reasoned argument and debate where pupils can explore controversial issues
- Use investigative and interpretive skills where pupils need to gather, analyse and present information

Attainment Targets

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

AT1 Learning about Religion and Belief

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 Learning from Religion and Belief

Questioning, exploring, reflecting upon and interpreting human experiences in the light of religions and beliefs studied. This includes communicating, reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific links studied.

ALL CONTENT IN THE 'WHAT TO TEACH' SECTION IS STATUTORY AND MUST BE TAUGHT

Curriculum Organisation

Religious Education can be covered in an identified lesson, either once a week or once a fortnight. It can also be taught half termly or termly as long as the topics (set out in the school topic map) are being covered. Topics can be taught at different times of the school year, especially if they lend themselves to another topic being covered at the same time. If possible, RE should be taught alongside (or within) another topic to encourage pupils to see and understand its importance and relevance.

The Foundation Stage for Religious Education is incorporated in the personal, social and emotional development.

Teaching and Learning Strategies

Religious Education includes the use of a wide range of sources of information, including the local environment, artefacts, pictures, photographs, DVDs, computer software, books, buildings and people talking about their experiences of religion. Pupils have opportunities to express their learning through a variety of oral and written ways. Pupils have the opportunities to use stories and drama

Time Allocation

This was recommended in the Dearing Review as 36 hours a year for Key Stage One and 45 hours a year for Key Stage two. The Cambridgeshire Agreed Syllabus is based on an expectation that this will be the time allocated. This does not need to be organised as a weekly lesson, but can be taught as a block/week/day.

Resources

Each classroom is equipped with a box of books and artefacts which are pertinent to the faiths/beliefs they are required to teach. Any extra resources may be found in the subject leader's classroom.

Cross- curricular opportunities

Spiritual, moral, social and cultural

Religious Education makes a strong contribution to the spiritual, moral, social and cultural development of pupils, by giving them opportunities to explore beliefs and values of other people through the study of major world religions. It also encourages them to reflect on their own experiences and develop their own search for meaning and purpose in life. It includes opportunities for moral development when it teaches pupils about the moral principles and rules for living and asks them to respond to moral issues which they encounter in their own lives.

PSHCE

There are many close connections between Religious Education and PSHCE. Elements such as family, identity, community and relationships in religious context clearly connect with work on those topics in PSHCE.

Equal Opportunities

Work in Religious Education should be relevant, interesting and of educational value to all pupils, whatever their own religious or philosophical background. Work in lessons should provide opportunities for pupils and parents who are members of faith communities to contribute to lessons where appropriate. Choice of resources needs to reflect the global nature of many religious communities, eg. those on Christianity should show Christians world-wide and not just in the UK.

Religious Literacy

Religious literacy is the knowledge of, and ability to understand religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. A crucial part of religious literacy is

through school RE. Children should be exposed to 'religious' or faith specific vocabulary whenever possible.

Opportunities should be given for pupils to build towards seeing 'blurred boundaries and areas of overlap' between religions.

Assessment

As the 2018 RE agreed syllabus does not prescribe what schools should teach and the same approach has been adopted for assessment. Each Key Stage builds upon the one before. Teachers should consider the religious experience of the pupils when planning which religion to look at. Alongside everyday marking and AFL, one key assessment piece per unit or enquiry would be appropriate. There should be a variety of AT1 and AT2 pieces in different styles and genres to be assessed. To stay in line with best educational practice, three categories of attainment are needed: emerging, expected and exceeding.

Updated		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
D Hollis	Spring 2022	Achievement Committee	26 th Jan 2022	3 Years	Spring 2025	<i>Cathy Carlisle</i>	<i>W. Allend</i>