



Sheldwich Primary School

Religious Education Policy

Rationale

Religious Education at Sheldwich Primary School seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them acquire knowledge and understanding about major world religions, and develop an appreciation of ultimate questions and responses to them, forming their own beliefs and values.

Teachers at Sheldwich are aware of the need to remain objective in the delivery of the RE curriculum in order to maintain balance and breadth across the schemes of work. We follow the Kent Agreed Syllabus 2022-2027 for RE reflecting the fact that religious traditions in Great Britain are in the main, Christian whilst acknowledging teachings and practices of other principal religions represented in Great Britain. We recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity, we are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme. We are pleased to have the support of members of all local faith communities and we enjoy good relationships with them, encouraging them to make positive contributions to the school and RE when appropriate. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral, social and cultural elements in particular.

Aims

Religious Education explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.

These objectives inform our planning, teaching and assessment.

- 1) Know and understand a range of religions and worldviews, so that they can:**
Describe, explain and analyse beliefs and practices, 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 world views.
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, the 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 use the skills needed to engage seriously with religions and worldviews so that they can:**
Find out 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 peoples lives.

PRINCIPLES OF TEACHING AND LEARNING

Breadth and balance

The syllabus is presented as a series of questions:

Believing: Religious Belief, teachings and sources, questions about meaning purpose and truth.

Expressing: Religious and spiritual forms of expression, questions about identity and diversity.

Living: Religious practices and ways of living, questions about values and commitment.

Focusing on these three strands enables pupils to develop a range of skills such as the ability to empathise and evaluate attitudes and respect for diversity.

Cross-curricular skills and links

Religious Education makes a contribution to the development of general education skills such as literacy, seeing the world through other peoples eyes and the ability to express thoughts feelings and personal beliefs. It addresses issues which arise in a range of subjects such as English and History as well as personal and social education. It is concerned with values and behaviour and can make a significant contribution to education in Citizenship.

Relationships (refer to policy document)

Equal opportunities (refer to policy document)

Health and safety (refer to policy document)

Assessment, recording and reporting (refer to policy document)

Management and administration

Religious Education will be managed by the subject manager who will produce a subject policy, related to whole school policies, a detailed scheme of work and manage the resources. Planning documents will be regularly reviewed. These will be closely matched to the Kent Agreed Syllabus.

Role of the subject manager

The subject manager will:

- Seek to ensure that all pupils receive their entitlement of Religious Education and that sufficient time is available to deliver the Kent Agreed Syllabus for Religious Education 2022-2027
- Ensure all teachers are aware of what should be taught in Religious Education, what resources are available and what standards of attainment are expected at the end of each key stage;
- Support colleagues and develop their subject expertise;
- Develop strategies to monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject, pupils progress and standards of achievement;
- Seek opportunities for professional development for themselves and other staff;
- Order resources.

Resourcing

Religious Education will be funded to enable of a full range of resources on different religions to be purchased, such as books for teachers, pupils and the library, pictures, music and artefacts. Funding will also allow visits to different places of worship and provide INSET for all staff.

Annual funding is also provided by the BUNCE Trust which is specific to Christian resources.

All resources will be listed, stored safely, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions studied.

Teachers right not to teach Religious Education

From the time of the 1944 Education Act, (section 30), teachers in county schools have had the legal right not to teach Religious Education and any refusal to do so must not be used to discriminate against them.

Parents right to withdraw pupils from Religious Education

From the time of the 1944 Education Act, parents have had the right to withdraw their children from Religious Education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

Review

The Religious Education subject manager will monitor planning and classroom teaching, child's voice when planned for in the SIP.

Resources, teaching methods and needs will be identified and priorities for INSET and they will be included in the School Plan.

This policy has been reviewed in line with the Single Equality Scheme and may have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that may exist.

Reviewed by AA: September 2023

To be reviewed: September 2025

