

Chalk Ridge Primary School

Religious Education Policy



Revised Policy – September 2022

Agreed at Governors -

The school follows the Hampshire Agreed Syllabus 'Living Difference IV'. This syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of other principle religions in Great Britain.

Statement of Intent

Religious Education can provide a rich and wide range of experiences inside and outside the classroom, which give children opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities through open, fair minded enquiry. At Chalk Ridge Primary School, our RE Curriculum develops successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society. It is embedded with the values of our school and within the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Indoctrination and conversion are not part of the educational process and therefore have no place in religious education. Religious education is an educational subject in its own right, taught within an educational framework. It is important that students progressively develop the capacities to interpret, evaluate and respond to differing values and beliefs.

The can be achieved through extending their thinking and analytical skills and their creative, imaginative and emotional development. A further purpose for RE is to foster mutual understanding between children of differing religious and cultural backgrounds. The process of teaching and learning at each key stage is addressed in the programme of study. The content of the syllabus at each key stage is addressed in the breadth of study. This approach to RE in Hampshire is consistent with the United Nations' Convention on the Rights of the Child, particularly articles 12, 14 and 30.

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 14

Children have the right to think and feel what they want, and to practise their religion as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 30

Children have the right to learn and use the customs and language of their families, whether these are shared by the majority of people in the country or not.

Implementation

Time Allocation

The specific blocked units of RE, and that integrated into topic work, allow for cross-curricular links to be made with the RE teaching programme.

Early Years Foundation Stage (EYFS): approximately 36 hours per year.

Key Stage 1 (KS1): 36 hours per year

Key Stage 2 (KS2): 45 hours per year

Equal Opportunities

All the children will be offered the opportunity to study RE regardless of gender, ethnicity, ability or social circumstances.

Arrangements for Withdrawal

As stated in the 1998 Act, the legal status of RE gives every parent the right to withdrawal their child from any religious teaching that occurs in school. Should this be the case, the child will not be required to take part in any RE lesson. Class teachers will make arrangements for individual pupils in such cases.

Special Educational and Disability Needs

All children are valued equally regardless of their abilities or behaviour. Support will be given to children with SEND as appropriate.

Teaching Methods and Organisation

Children will be taught as a whole class, in small groups, pairs or individually as appropriate. Children will be encouraged to be independent in their learning wherever possible. The syllabus map allows for continuity and progression in the following ways:

- it enables the RE co-ordinator to develop the planning of the subject, in order to provide a range of learning experiences for the children and staff
- each year builds on the knowledge and understanding gained in the previous year(s)

Assessment, Recording and Reporting

We assess children's work in RE by making informal judgments as we observe them during lessons. This may be from the level of understanding they have demonstrated about the concept, the detail of answer provided when questioned, or the outcome of the work itself. This enables us to provide additional support for those pupils who require it in RE lessons. Teachers will also comment on progress in RE in each child's annual report. We recognise that sometimes learning may take place as part of a group and may be based on discussions or practical tasks. Pupil outcomes are marked in line with the school's marking policy. The Hampshire Guidelines "Making Judgements in RE about Progress" are available to staff to support in making more formal judgements after units of work are completed.

Resources

RE is well resourced in terms of the provision of bibles, texts and visual material to support the learning. Artefacts are also widely available to all staff and are used whenever possible to encourage first hand learning. Where possible, visits out and visitors to the school are also included in our programme. The Hampshire RE syllabus website has much additional material. The school is also a member of Hampshire RE Resource centre where additional resources and material to support learning can be borrowed.

Curriculum

The school follows the Hampshire Agreed Syllabus 'Living Difference IV'. This syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principle religions in Great Britain. The agreed syllabus is not designed to convert pupils or to urge a particular religion or religious belief. The programme of study is structured into three main areas:

- enquiry and skills
- knowledge and understanding
- breadth of study

Units of work are planned onto a long-term syllabus map and then into specific teaching units by the RE co-ordinator, following the Hampshire Agreed Syllabus. These units are subject to review from time to time following advice from Hampshire Inspectorate and Advice Service (HIAS). The school belongs to a local area support network to share ideas and develop planning. In addition, the subject co-ordinator has the opportunity to undertake CPD (Continual Professional Development) training where a specific need is identified.

Across the school, we have for 'golden thread' concepts/ words that ensure continuity across the key stages. These themes are interwoven into the planning for every year group and ensure children continually build upon and deepen their understanding of these key ideas. They are: community, belonging, special and love.

A long-term plan is in place and class teachers set out their medium-term Religious Education planning using the process of Inquiry. The Living Difference IV syllabus takes, as its starting point, an exploration of what it means to exist in and with the world. The inquiry process, therefore, begins with attention to aspects of the children's own experience, before they look at and respond to ways in which human existence have been conceptualised and lived out by other people in particular situations.

This approach to inquiry, through the cycle, has five key steps:

- at the Communicate and Apply steps children explore their own, and others' experience in relation to theirs and begin to look more at others' responses in different situations, but those still familiar to them.
- at the Inquire and Contextualise steps children look at ideas that may be new to them recognising that there are many different ways of looking at things
- at the Evaluate step they discern value for others and themselves in a way dependent on the context of the enquiry.

The cycle may be started with Communicate or Inquire. It can sometimes be best to begin the cycle at enquire when the concept is beyond the experience of most of the children or the concept is particularly complex.

With regard to learning, children know that discussion and questioning lead to a deeper understanding and are encouraged to question and respond openly. The children know that they have a voice and that their questions, answers and opinions will be listened to and taken seriously. Reflection is very important and plays a large part in the RE curriculum. Big questions, where the concept of the answer is big, are used to help develop children's spirituality.

A comprehensive selection of written resources and a wide range of artefacts are used to enhance the teaching of RE. Our children innately respect artefacts and books that help explain, and aid worship for the faiths we explore. Teachers plan carefully, employing a range of teaching styles and media. Children express their ideas and respond in Religious Education through the spoken and written word, Art, D.T. Drama, Dance, discussion through the depth of their questioning. Time is given for discussion, questioning and reflection and for the children's own spirituality to develop. Questions used to develop the children's spiritual literacy are deliberate and challenge the children's thinking about themselves, others, our world and beyond. It is the responsibility of each class teacher to ensure that the agreed RE curriculum is delivered in their classroom. It is the responsibility of the RE coordinator to ensure that the RE curriculum is effectively planned, resourced and assessed.

In the RE Curriculum at Chalk Ridge Primary School, Christian traditions are studied proportionately more than any other single religious tradition, as required by The Living Difference syllabus. The children will also learn about a comparative religion in depth and experience an overview of other religions:

- Foundation and KS1 – Judaism/Hinduism
- KS2 – Islamic/Hinduism/Muslim/Buddhist

Monitoring

Monitoring Standards in the quality of the delivered RE curriculum will be monitored by the RE Leader through monitoring of assessment, learning observations, pupil conferencing and work sampling. The Head Teacher will monitor RE in the school through sampling and reports from the RE Leader.

Impact

Through our planned programme of work we intend that RE will:

- Develop respect for different beliefs and practices
- Encourage critical analysis of religious beliefs and practices
- Support the development of thinking skills
- Enable pupils to make a positive contribution to diverse and rapidly changing world
- Contribute to the (SMSC) Spiritual, Moral, Social and Cultural development of our pupils
- Help pupils reflect upon their own needs, experiences and to confront what are sometimes referred to as 'big questions'
- Encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument
- Maintain close links with local churches and links with other religious communities

Chalk Ridge Primary School RE Curriculum: Long Term Overview
EYFS/Key Stage 1 – Christianity & Judaism
Over view of Hinduism Traditions

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Concept	Belonging	Celebrating	Shabbat	Symbol	Precious	Looking Forward
	Golden Thread	Belonging		Special			Community
	Context	<i>All about me</i>	<i>Jesus' Birthday</i>	<i>Jewish Traditions</i>	<i>New life</i>	<i>Water</i>	<i>Transition</i>
	Assessment	Communicate	Contextualise	Apply	Inquire	Contextualise	Evaluate
1	Concept	Celebration	Journey's end	Belonging	Welcoming	Community	Remembering
	Golden thread	Community		Love		Special	
	Context	Celebrating Harvest	Nativity's Journey	Easter – Happy/Sad	Palm Sunday	Special places	Janmashtami
	Assessment	Communicate	Contextualise	Apply	Inquire	Contextualise	Evaluate
2	Concept	Special	Symbol	Remembering	Belief	Special	Change
	Golden thread	Special			Belonging		
	Context	Special books	Light as a symbol	Holi	Easter	Special foods	Change and transformation
	Assessment	Communicate	Contextualise	Apply	Inquire	Contextualise	Evaluate

Chalk Ridge Primary School RE Curriculum: Long Term Overview
Key Stage 2 – Christianity and Islamic
Over view of Hinduism/Muslim/Buddhist traditions

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Concept	Belonging	Symbol	Good and Evil	Ritual	Temptation	Protection
	Golden Thread	Belonging		Love			Community
	Context	Belonging in Islam	Candle light as symbol	Holi	Paschal Candle	Making choices	Raksha Bandhan
		Communicate	Contextualise	Apply	Inquire	Contextualise	Evaluate
4	Concept	Holy	Faith	Symbol	Identity	Ritual	Worship
	Golden Thread	Special					Community
	Context	Mary	Incarnation story	Eucharist	Purim	Prayer	Places of Worship
		Communicate	Contextualise	Apply	Inquire	Contextualise	Evaluate
5	Concept	Umma	Prophecy	Humanism	Sacrifice	Belonging	Symbol
	Golden Thread	Community	Special		love	belonging	
	Context	What does it mean to be Muslim?	The Magi	A good life	What does Easter mean?	Islam	Trees as a symbol
		Communicate	Apply	Inquire	Contextualise	Evaluate	
6	Concept	Imagery	Interpretation	Ritual	Resurrection	Enlightenment	Leadership
	Golden Thread			Special			Community
	Context	Images of Jesus	Christmas	Muslim	What happened next?	Wesak	King Mahendra
		Communicate	Contextualise	Apply	Inquire	Contextualise	Evaluate