
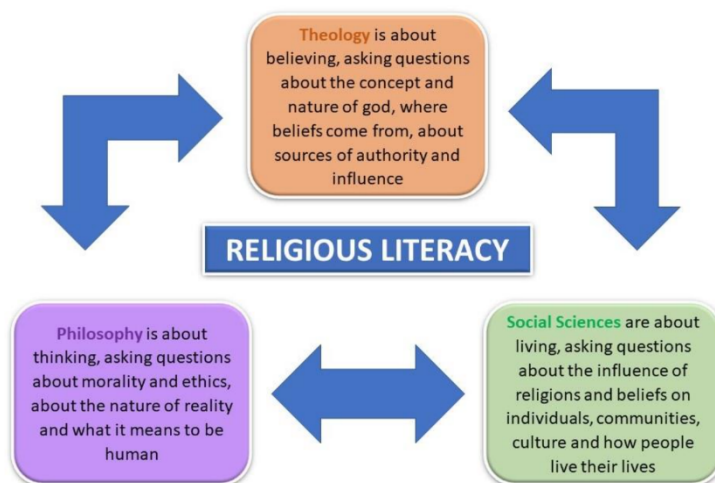
	<h1>Religious Education Policy</h1>	
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Intent in Religious Education		
<p><i>'An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.'</i></p> <p style="text-align: center;"><i>Proverbs 18:15</i></p> <p>It has been written with due regard to the requirements of the East Riding of Yorkshire Council Agreed Syllabus for R.E. (SACRE) and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise. The school has taken advice from the Diocese of York to ensure the correct entitlement is given.</p> <p>The whole ethos of Woodmansey CE Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential – whatever their needs and irrespective of ability, race or gender.</p> <p>Through the teaching of Religious Education we aim to contribute to the development of pupils' understanding of a range of beliefs and values and to developing their knowledge and understanding of religion and worldwide views.</p> <p>Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.</p> <p>In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.</p> <p>Learning in RE develops religious literacy, so that young people are equipped with systematic and powerful knowledge, deepening as they progress through the school. RE provides multiple opportunities to develop an understanding of key concepts from a range of religions and worldviews.</p>		

RE develops pupils' aptitude for dialogue, and provides young people with appropriate vocabulary to be able to express their learning in meaningful ways. They develop their knowledge and conceptual understanding of religion and worldviews and how these function in the lives of individuals and communities.

AIMS

The CoRE report describes religious and non-religious worldviews as '...complex, diverse and plural. Understanding them requires a nuanced, multidisciplinary approach'. This approach is embedded in this syllabus.

RE is a multi-disciplinary subject which teaches through three mutually supportive lenses offering different perspectives. These three lenses: **Theology**, **Philosophy** and **Social Sciences** are defined below.



The curriculum for RE aims to ensure that all pupils develop religious literacy through:

Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology**, **Philosophy** and **Social Sciences**.

Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them.

Gaining and deploying skills taken from the disciplines of **Theology**, **Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews.

Role of the Subject Leader

The subject leader is not expected to know "everything" about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject. The subject leader will

moderate the standards of children's work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject's foundations are grounded and developed in the

Foundation Year. The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan. The subject leader should advise the Executive Headteacher, Head of School, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

Role of the Class Teacher, Senior Management Team & Governing Body

The Role of the Governing Body:

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

Implementation - Entitlement, Curriculum Organisation & Planning

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

RE is important because, like every other subject, it provides a particular set of materials through which pupils come to understand important things about the world and themselves. It stands in the curriculum as a set of ideas and practices that have shaped and continue to shape our world. The business of RE is an exploration of the influence of religions and beliefs on individuals, culture, behaviour and national life.

Personal worldviews are the assumptions, beliefs and values, or principles held both consciously and sub-consciously. It will be helpful to explore with pupils the various worldviews held by individuals and communities, by providing opportunities to encounter difference. Considering diversity within a religion will help pupils understand that even within an organised worldview, individuals and communities may follow the same beliefs but have different worldviews. The study of non-religious worldviews may include Humanism, paganism, secularism, atheism and agnosticism. Activities which require pupils to see, hear and respond to different views, cultures and practices in art, music and texts, to make responses to ethical dilemmas and conflicting accounts, offer a starting point in RE.

If pupils can gain a greater understanding of their personal worldview and consider where their worldview has come from, they are in a better position to consider and understand the worldviews of others. Providing opportunities to talk with faith members about their personal worldview and influences can enrich understanding of diversity. By giving

increased attention to personal worldviews, children will begin to understand how these are formed and the complex influences on different worldviews. Woodmansey uses the agreed syllabus for religion and worldviews as agreed by Hull and East Riding Authorities.

Monitoring the Impact (Assessment, Reporting and Recording)

Assessment is an on-going process which enables teachers to match the level of work to the children's understanding. Informal judgements will be made during lessons and completed work will be marked in accordance with the target set and appropriate success criteria.

At the end of a unit of work, teachers will make a summary judgement on the attainment of each child based on the National Curriculum statutory requirements. Children's achievements will be recorded using FliC and this will then be used to inform future planning. The RE lead will also be able to monitor the attainment of children in RE by accessing the Flic data across the school. At the end of KS1 and KS2, children will be assessed against National standards for the subject.

Mastery in Religious Education

What it means to achieve mastery in RE

Children have a clear and confident understanding of the beliefs of different religions, enabling them to empathise with followers of those religions and to critically consider their own personal responses to them.

What does Coherence mean in the subject?

- Building on previous learning.

What does variation mean in the subject?

- The ability to debate issues of religious significance with reference to evidence and argument.
- Evaluating the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- Distinguishing between opinion, belief and fact.
- Distinguishing between features of different religions.
- The ability to explain concepts, rituals and practices.
- The ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media.
- The ability to work together and learn from each other.

What does structure mean in the subject?

- Learning the key features of the chosen faiths year on year using the following skills:
- Observing and listening.
- Asking relevant questions.

- Knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner.
- Knowing what may constitute evidence for understanding religion(s).

What does fluency mean in the subject?

- Making the association between religions and individual, community, national, international life and worldwide views.
- Identifying key religious values and their links with secular ones.

What does “making connections / logical reasoning” mean in the subject?

- The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.
- The ability to see the world through the eyes of others and to see issues from their point of view.
- Making the association between religions and individual, community, national, international life and worldwide views.
- The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.

The KEY CONCEPTS/THEMES/PROCESSES which run through the units which need to be developed, step by step, and show progression year on year.

Looking at RE through the lens of Theology

Theology is derived from the Greek ‘theologia’ which combines theos (god) and logia (sayings or utterances) and literally means ‘words of god’. More broadly, theology is interpreted as the study of religion. The study of religion and religious belief is concerned with questions about the nature of god and religious perspectives on the relationship of god to humanity and of humanity with the universe. It requires engagement with the rich and diverse texts and sources of authority found in the religious traditions to be studied. In the classroom, opportunities should be given to thinking about the beliefs and concepts underpinning different faiths, and where those beliefs come from. It means that consideration should be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything.

Looking at RE through the lens of Philosophy

Philosophy is from Greek philo meaning love and sophos wisdom, or literally, ‘the love of wisdom’. Philosophy asks questions about the meaning of life, about existence and reality, questions such as ‘What is it to be human?’ Many other questions follow from this: ‘Who am I?’, ‘How should I live?’, ‘Is there life after death?’, ‘What kind of world do we live in?’ Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong. It has a powerful effect on children's thinking and learning, not just in RE but across the curriculum.

Looking at RE through the lens of Social Sciences

The Social Sciences lens is concerned with understanding and analysing the part that religion plays in the lives of people, communities and societies. RE uses methodological approaches from both the humanities and the Social Sciences for the exploration of religion – its history, its art, its ideas, its distinctive social institutions and the ways religion and religious belief impact human lives. Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.

Religious Education in the Foundation Stage

Religious Education: The most relevant statements for RE are taken from the areas of learning *Personal, Social and Emotional Development* and *Understanding the World*

RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World		<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Relationship with the rest of the curriculum and Cross Curricular Opportunities

Spiritual, moral, social and cultural (SMSC) development SMSC development is a broad concept that should be seen across the school's activities, but it has particular relevance to the RE curriculum.

Spiritual development of pupils in RE develops their ability to be:

- reflective about their own beliefs and perspectives on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral development of pupils in RE develops their •

- ability to recognise the difference between right and wrong and to readily apply this
- understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England (British values)
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social development of pupils in RE develops their

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings
- respect and tolerance of those with different faiths and beliefs. (British values)

Cultural development of pupils in RE develops their

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (British values)
- willingness to participate in and respond positively to artistic, musical, sporting and cultural events and opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Promoting Equality & Inclusion

Teachers will be aware of children who have an EHC plans and those in vulnerable groups such as Pupil Premium; they will then be monitored appropriately. Work will be adapted to the needs of the children to enable them to meet their full potential in the subject.

The teacher will also monitor those children who it is believed have an aptitude for the subject and a record will be kept to enable future teachers to develop these children's ability. Please refer to Gifted Children policy for requirements for identifying those who are gifted in the subject.

SEND

All pupils will take part in the RE, subject to differentiation according to their individual needs and in accordance with the school's SEN Policy.

Talented Pupils

All pupils will take part in the RE, subject to differentiation according to their individual needs and in accordance with the school's Gifted and Talented Policy.

Resources

RE resources are kept in a central location and are monitored and replenished by the subject lead.

The subject lead will keep up to date with new resources, websites and apps and these will be shared with staff when appropriate.

Extended Curricular Opportunities, Wider Opportunities and Liaisons with Other Organisations

During the Autumn Term our children across all year groups visit a place of worship relevant to the annual faith. Throughout the year selected year groups experience a visit to a Christian place of worship, either a local church or Minster.

A faith visitor from the annual faith being studied, is invited at the beginning of each new academic year to present their faith to teachers during a training day or staff meeting, giving staff a basic understanding and giving the opportunity to ask questions.

We encourage children to be aware of wider opportunities relating to RE. During the RE Day, visitors are invited into school and share their experiences of their faith/worldview in the 'real world'. Every child will get to work with at least one guest during that day.

Woodmansey Wonderers Club is held weekly and invites all year groups to experience a broad range of views, ideas, practices and ways of life as well as stories and interactive resources to gain understanding of other people's lives. This is led by Beverley School's Christian Society.

The subject lead attends the termly co-ordinator meetings and is able to liaise with other school and share ideas and practice.