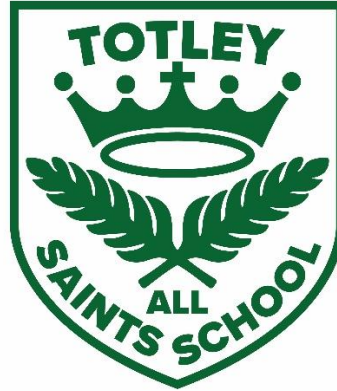


TOTLEY ALL SAINTS CE PRIMARY SCHOOL



Religious Education Policy

*"I have come that they may have life,
and have it to the full."*

John 10:10

Subject leader: Jill Leggitt

Last reviewed: September 2022

Next review due by: September 2024



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

OUR VISION AND VALUES

THE TASS COMMUNITY: GROWING AND LEARNING TOGETHER

'At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing an environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.'

"I have come that they may have life, and have it to the full." John 10:10

Totley All Saints aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of Faith and promotes Christian values through the experiences it offers all its pupils. We recognise that it is extremely important to provide varied opportunities for our children in order that they can develop fully on a spiritual, moral, social & cultural level. The school fully recognises the important role which Religious Education plays in this development & is fully committed to providing the very highest quality in RE provision.

Our Christian ethos promotes life to the full, values all children as individuals and encourages their moral and spiritual development, so that they can become courageous advocates in a rapidly changing world. Together with our families, churches and wider community, we aim for all children to succeed in body, mind, heart and spirit.

Rationale and aims:

At Totley All Saints, our aim is that Religious Education will:

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops students' knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development;
- Encourage students to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and Faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives;
- Enable students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society;
- Teach students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice;
- Prompt students to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion;
- Develop a sense of awe, wonder and mystery.

The school places great value on the acquisition and understanding of subject content but also the development of the children's ability to engage with challenging content and to form opinions and views. Our work is based on developing the children's exposure to and respect for a range of beliefs within world religions, whilst understanding and valuing the opinions of people with no religion or faith. We ensure the development of a more coherent and challenging enquiry-based curriculum with regard to the teaching of RE, which raises the level of pupil's religious literacy. Our work is underpinned by the belief that children achieve more when they move

beyond learning about religion into learning from religion. Therefore, our curriculum is designed to ensure children know more and remember more about Christianity and other world faiths as well as ensuring children become critical thinkers. They think critically about religions, develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook and develop their own personal opinions. They learn that it is acceptable to have their own views, but are also taught the value of listening to, understanding and respecting the views of others. Children are also taught to consider “how they know”. We develop a deeper understanding by reducing content and providing a chance to dig deeper, apply their learning and explore the impact of religion on life today

We have built our curriculum around the Sheffield Syllabus, Understanding Christianity and Discovery RE. We ensure that we apply the same exacting standards in terms of our teaching approach, which is research based and focused on cognitive science. All teachers in school are teachers of RE.

The Contribution of RE to Children’s Personal Development and Well-Being:

At Totley All Saints, we believe that R.E. plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthens their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices

The Contribution of RE to Other Curriculum Areas:

RE contributes to student’s **spiritual** development by enabling children to:

- Discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learn about and reflect on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Value relationships and develop a sense of belonging.
- Consider how religions and beliefs regard the value and purpose of human beings; the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Develop their own ideas and views on religious and spiritual issues.

RE contributes to **moral** development by enabling children to:

- Value themselves and others.
- Explore the influence of family, friends and other sources on moral choices.
- Consider what is of ultimate value both to themselves and people within religious traditions.
- Develop an understanding in religion of the key values and moral choices.
- Consider ethical issues especially justice which promotes racial and religious respect.
- Explore the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflect on the importance of rights and responsibilities and develop a sense of conscience.

RE contributes to student’s **social** development by enabling children to:

- Consider how religious and other beliefs lead to particular actions and concerns.
- Reflect on the importance of friendship and positive relationships
- Investigate social issues from religious perspectives, recognise the diversity of viewpoints within and between religions.

RE contributes to student’s **cultural** development by enabling children to:

- Encounter people, stories, artefacts and resources from differing cultures.
- Promote respect for all, combating prejudice and discrimination.
- Challenge stereotypes of religion and beliefs.

RE contributes to **Community Cohesion** & sense of **citizenship** by providing a key context in which to develop children's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in:

- the school community;
- the community within which the school is located;
- The UK community;
- The Global community.

RE can also make an important contribution to children's use of **language** by enabling them to:

- Acquire and develop a specialist vocabulary.
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

Approaches to Teaching Religious Education:

R.E. has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, (diocesan advice) and in schools, taking into account the need to offer breadth of content.

At Totlely All Saints, we regard RE is an exciting curriculum subject so we employ a variety of teaching methods to ensure its effectiveness. These include:

- Visiting places of worship and receiving visitors from faith communities;
- Using art, drama, music to enrich students understanding;
- Using regular times of quiet reflection for students to develop their own thoughts and ideas;
- Using pictures, photographs and stories to enhance students learning;
- Using artefacts to help students develop their understanding of religious beliefs and forms of expression;
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others;

RE is taught through a range of religions and beliefs and key themes.

Teaching is planned to enable all abilities of children to be challenged and make the best progress according to their individual needs.

How Religious Education is Organised:

At Totlely All Saints, RE is covered as specific standalone subject although effort is made to link the areas covered by the Agreed Syllabus to the curriculum topics taught, or with other areas of school life, including Collective Worship / PSHE, etc.

In accordance with the structure of the Locally Agreed Syllabus, and using the 'Understanding Christianity' scheme of work, the following is covered:

- At KS 1 pupils study Christianity, Judaism, Islam. Sikhism & Hindu Dharma
- At Lower KS 2 pupils study Christianity, Judaism, Hindu Dharma & Buddhism
- At Upper KS 2 pupils study Christianity, Islam & Sikhism.

Our work linked to other world faiths is enhanced through the use of Discovery RE.

For a full overview of what is taught, then please see our TASS RE Long Term Plan and progression maps.

Assessment and Recording of RE:

At the end of each unit of work, teachers will assess the children based on their work and contribution's during class activities. On occasions, where relevant, an assessment task may be given. Attainment of the children is recorded on the year group RE tracking sheet where progress throughout each year is monitored.

Arrangements for monitoring standards of teaching and learning in RE:

The RE co-ordinator, monitors Religious Education within the school, through the analysis of assessment data, drop-in lesson observations, work sampling and pupil interviews. This information feeds into the Church school self-evaluation process. (SIAMs)

Responsibilities for RE within the school (Head teacher, RE leader and Governors):

As well as fulfilling their legal obligations, the governing body and Headteacher also ensure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed
- Standards of achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of the contribution of RE in developing pupils' understanding of religion and belief and its impact as part of the duty to promote citizenship
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

Right of withdrawal from Religious Education:

At Totley All Saints, we firmly believe that RE is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school

The Legal Position of Religious Education:

Children are free to express their own views, whilst also learning about and respecting other religions.

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. At Totley All Saints, we believe that learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors. Our school RE curriculum is based on the Sheffield LEA's Agreed Syllabus, and meets all of the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. Religious Education is inspected under Section 48 of the Education Act (Statutory Inspection of Anglican Schools (SIAMs)).