Religious Education Policy

Aims and Objectives

Religious education (RE) enables pupils to explore and reflect on important questions about belief, meaning, purpose, truth and values. We enable pupils to develop secure knowledge and understanding of Christianity and other religions and worldviews represented locally, nationally and globally, including those reflected in our school community. We help pupils learn *about* religions and worldviews, and learn *from* them through reflection, discussion and enquiry.

The aims of religious education are to help pupils:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other religions and worldviews;
- develop an understanding of religious traditions and worldviews, and appreciate diversity in Britain and the wider world;
- show respect for the beliefs, values and views of others, and appreciate diversity within society.

The Legal Position of Religious Education

Religious education is a statutory part of the basic curriculum for all registered pupils in maintained schools. Our RE curriculum reflects current legal requirements and follows the Swindon Agreed Syllabus for Religious Education 2022–2027. Parents have the legal right to withdraw their child wholly or partly from RE. The school will discuss any request with parents to ensure that they understand the nature and purpose of the RE curriculum. The RE curriculum makes an important contribution to pupils' spiritual, moral, social and cultural development, personal development, and understanding of diversity and respectful citizenship in modern Britain. In accordance with legal requirements, our RE curriculum reflects that the religious traditions in Great Britain are in the main Christian, while also taking account of the teaching and practices of other principal religions and worldviews represented in Great Britain.

Curriculum Content

We plan our religious education in accordance with the Swindon Agreed Syllabus for Religious Education 2022–2027. We ensure that the topics studied build on prior learning. We provide opportunities for all pupils to develop their knowledge, understanding and disciplinary skills in each unit, and we ensure that the planned progression built into the scheme of work offers increasing challenge as pupils move through the school. (See RE long-term plan and agreed syllabus documents.)

Early Years Foundation Stage (EYFS)

In the EYFS, learning about religion and belief is developed through the EYFS curriculum, particularly through Understanding the World, communication and language, and personal, social and emotional development. This includes helping children to make sense of their community, talk about similarities and differences, explore special times, places and celebrations, and develop respect for different beliefs and ways of life. Planning is informed by the current EYFS statutory framework and supports children's early understanding of people, culture, communities and beliefs.

Teaching style/Methods/Organisation

Our approach to teaching RE enables pupils to build knowledge and understanding of religions and worldviews, while also reflecting on questions of meaning, identity, belonging, values and belief. Our teaching enables pupils to extend their sense of values and promotes their spiritual growth and development. We encourage pupils to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning in RE enable pupils to build on their own experiences and extend their knowledge and understanding of religious traditions and worldviews. We use enquiry, discussion, visits, visitors, texts, artefacts and celebrations such as Easter, Diwali and Passover to deepen understanding. We organise visits to local places of worship and invite representatives of local religious and worldview communities to come into school and talk to the pupils.

Cross Curricular Links

English

English contributes significantly to the teaching of religious education in our school by actively promoting skills of reading, writing, and spoken language.

Computing

We use computing where appropriate in religious education. Pupils may use digital resources to research, present and communicate their learning safely and effectively.

PSHE and Personal Development

Through our religious education lessons, we teach pupils about the values and moral beliefs that underpin individual choices and behaviour. We also promote the values and attitudes required for life in modern Britain by teaching respect for others and the importance of personal responsibility. By promoting tolerance, understanding and dialogue, we enable pupils to appreciate what it means to be positive, respectful and responsible members of a diverse society.

Spiritual, Moral, Social and Cultural Development

Through teaching religious education in our school, we provide opportunities for spiritual development. Pupils consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a diverse society. Pupils explore issues of religious faith, belief and

values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives and the lives of others.

SEND

We recognise that all classes include pupils with a wide range of needs, strengths and starting points, and we provide suitable learning opportunities for all pupils by adapting teaching, support, resources and outcomes to meet need. We achieve this in a variety of ways:

- setting common tasks which are open-ended and can have a variety of responses;
- adapting tasks, support, resources and outcomes to meet pupils' needs, providing a range of suitable resources for all;
- using teaching assistants and other appropriate adult support to support the work of individuals or groups.

More Able Pupils

Teachers use the progression of key knowledge and skills to identify pupils who demonstrate particular strength in religious education. Where appropriate, planning is adapted to provide greater depth, challenge and opportunities for extended thinking.

Inclusion

As a school, we are committed to equality, inclusion and non-discrimination. We respect and value diversity and ensure that RE reflects the dignity and worth of all members of the school community. Full details can be found in our Equalities Plan.

Assessment and Recording

Assessment in religious education is ongoing and includes teachers' observations, pupils' discussions, written work and other outcomes produced during a unit of learning. We mark completed work and provide feedback as appropriate. At the end of a unit, teachers may make a summative judgement about pupils' progress in relation to the planned learning. Assessment information is used to inform future planning and subject leadership.

Resources

We have sufficient resources in our school to teach all our RE units. We have a collection of religious artefacts, texts and other resources which we use to enrich our teaching, and these are kept in a central store in the staffroom.