

Brooke Primary Academy

Religious Education Policy

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Religious Education at Brooke Primary Academy

1. Intent

At Brooke Primary Academy, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area.

Through the teaching of Religious Education we will provide our children with thought provoking questions about themselves, beliefs about God in major World Religions, non-religious perspectives such as humanism and moral issues of right and wrong. By doing this we intend to develop their understanding and enable them to make their own informed choices about religious views and what it means to be human; in order to prepare our children for their future as citizens in our multicultural Britain of both today and tomorrow.

The Brooke Primary Academy curriculum for RE follows 3 strands and aims to ensure that all pupils:

1. Believing

Know about and understand a range of religions and worldviews, so they can:

- Understand the different beliefs and practices that exist within and between communities and individuals
- Understand some of the questions and answers found in religions and worldviews
- Appreciate the impact of different ways of life and of expressing meaning.

2. Expressing

Express ideas and views about the nature, significance and impact of religions and worldviews, so they can:

- Explain the impact of beliefs and practices on individuals and communities
- Express with growing confidence personal reflections and their responses to views about identity, diversity, meaning and value, including ethical issues

3. Religious Practices and Ways of Living,

Develop the skills to engage seriously with religions and worldviews, so they can:

- Find out about key concepts and questions of belonging, meaning, purpose and truth.
- Discuss how different individuals and communities can live together harmoniously.
- Explain why beliefs, values and commitments may be important in their own and other people's lives.

2. Implementation

As an Academy we have a Long Term Religious Education plan based on the Doncaster Agreed Syllabus units (2019–2024), to aid progression for all learners, from the Early Years Foundation Stage to the end of our children’s learning journey with us in Year 6. Teachers are then expected to follow this teaching sequence and personalise lessons for their class’ needs, through the use of our whole school unit planning documents, which identify the children’s prior knowledge, future learning, sticky knowledge and key vocabulary.

2.1 Curriculum Content

Major World Religions

Our children are exposed to learning about and from a range of principal religions represented within the United Kingdom, in line with the Doncaster Locally Agreed Syllabus (2019 – 2024) as follows:

- **Early Years Foundation Stage**
Children will study Christianity, Islam and Hinduism.
- **Key Stage One**
Children will study Christianity, Islam and Judaism.
- **Key Stage Two**
Children will study Christianity, Islam, Hinduism and Judaism. Additionally, pupils in Key Stage Two will also consider the views of Humanists, as we recognise that not all children and the local community belong to a religion.

2.2 Subject Curriculum Intent

As part of the learning process:

- We begin each Religious Education unit in a way which allows pupils to make connections between the focus of study and their own life or experiences in some way.
- We use learning questions in Religious Education lessons to promote a never-ending learning ethos with no right or wrong answers.
- We ensure that every year group has the opportunity to explore the **believing** strand of the Doncaster Agreed Syllabus (2019–24) in the Autumn Term so that our pupils have the opportunity to explore religious beliefs, teachings, sources and questions about meaning, purpose and truth.
- We ensure that every year group has the opportunity to explore the **expressing** strand of the Doncaster Agreed Syllabus (2019–24) in the Spring Term so that our pupils have the opportunity to explore religious and spiritual forms of expression, questions about identify and diversity.
- We ensure that every year group has the opportunity to explore the **living** strand of the Doncaster Agreed Syllabus (2019–24) in the Summer Term, so that our pupils have the opportunity to explore religious practices and ways of living, questions about values and commitments.

- We facilitate learning through a range of approaches to teaching and learning such as visual and auditory religious stories and texts, role play, videos, artwork, music, discussions and debates, artefacts, visitors and external visits.
- We ensure that all our learners have their own Religious Education workbook to record their learning in writing, when appropriate, as a point of reference for the children during their learning journey.
- We provide opportunities for children to reflect upon and compare religious views with their own views.
- We provide opportunities for children to reflect upon and compare religious views between at least two religions.
- We promote a diverse range of religious celebrations such as harvest, the birth and death of Jesus, Eid, Diwali, Holi and Passover through whole school and class assemblies as well in Religious Education lessons.

2.3 Subject Curriculum Implementation

The implantation of the RE curriculum is through a number of elements, outlined below:

- Long Term Planning
- Medium Term Planning (Unit Plans)
- Curriculum knowledge
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning
- Assessment
- Teacher subject knowledge
- Resources

3. Impact

Assessment

Our teachers of Religious Education use a Working Towards the Expected Standard (WTS) and Working At the Expected Standard (EXS) assessment system. The WTS and EXS codes will be displayed in each child's workbook, underneath their learning target for each lesson. Our teacher's tick the relevant assessment judgement for that child, for that lesson. In addition to this, our teacher's make a best fit end of unit assessment judgment for each child, using an electronic tracking document.

By the end of their time at Brooke Primary Academy, our pupils should:

- Demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- Be able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life.
- Demonstrate respectful behaviour to all - respect is transferable outside of school in the wider community and beyond.
- Know about important people from the past and the present who have been or are positive role models and who are of a different race or religion.

4. The right to withdraw

Right of withdrawal was first granted when Religious Education was actually religious instruction and carried with it connotations of induction into the Christian faith. Religious Education is very different now – open, broad, exploring a range of religious and non-religious worldviews.

However, in the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, we seek to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

5. Appendix

- a) Whole school Long Term unit overview