

# **Richmond Hill Primary Academy**



## **Policy for Religious Education**

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Academy**

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Education**

(Revised Sep 2020)



**Purpose**

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs.

Religion has an important influence on our society. Religious Education is concerned with pupils learning ABOUT religion and FROM religion, to become successful learners, confident individuals and responsible citizens. It involves educating children about cultures both familiar and unfamiliar to them in order that they grow up informed, able to make choices, and respecting people of all faiths and cultures.

While pupils' spiritual, moral, social and cultural development is nurtured across the curriculum, Religious Education offers children regular opportunities to appreciate and learn about diversity in their own community as well as in the wider world.

At RHPA we allow children to develop a sound knowledge of the following major religions: Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism.

At RHPA we believe that RE is the education of pupils about religion and not about promoting a belief in God, nor about changing pupils' own faith and religious traditions. The teaching of religious education is statutory under current education legislation, though parents can withdraw their children for all or part of the lessons. All schools must provide religious education and daily acts of collective worship as set out in legislation for local-authority-maintained schools and funding agreements for academies and free schools.

An academy may choose to adopt a locally agreed syllabus, but is not required to. It may adopt a different area's agreed syllabus or develop its own, as long as it meets the requirements for such a syllabus as above. Academies are accountable for the quality of their curricular provision including RE.

Our RE curriculum is supported by *Love to Celebrate* from the Cornerstones Curriculum though it remains in line with the Agreed Syllabus for RE produced by Doncaster's SACRE (Standing Advisory Council on RE).

Academies without a religious designation must provide collective worship that is wholly or mainly of a broadly Christian character. A school can reflect the religious backgrounds represented in its community, as long as the majority of provision is broadly Christian.

**Aims**

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience and in accordance with the Doncaster R.E agreed syllabus. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines.

The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they

develop an understanding and tolerance of people who hold a faith.

- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- To support pupils personal and spiritual development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

- Learning **about** religion

This includes enquiry into, and investigation of the nature of religion, the range of beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Through this, the pupils should develop an understanding of ethical issues and an understanding of individual religions and how they relate to each other. Pupils should also develop an understanding of the nature and characteristics of religions.

- Learning **from** religion

This focuses on developing pupils' reflection on and in response to their own and other's experiences in the light of their learning about religion. Pupils should develop the skills of application, interpretation and evaluation of what they have learned about religions. Pupils should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

## **Teaching & Learning**

We use **Cornerstones Love to Celebrate** planning. There are 6 Imaginative Learning Projects (ILP) of planning per year for Year groups 1-6 (1 each on Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism).

They are based around the 4 cornerstones of learning:

Engage – contains a short memorable experience to introduce the concept to the children

Develop – contains 4 sessions to deepen children's understanding of the themes

Innovate – encourages children to work independently

Express – contains 2 sessions that allow children to consolidate their understanding and extend their knowledge

There are SMSC links in each ILP and skills statements are taken from *A Curriculum Framework for Religious Education in England*, published by the Religious Education Council of England & Wales.

The whole school curriculum has been mapped out so each year group knows when to teach each ILP. This is to ensure full coverage and also match some of the religious festivals to the time of year they actually take place. Teaching *Love to Celebrate* near to the date of the actual celebration will give context to the children's learning and may provide opportunities to visit place of worship.

Each *Love to Celebrate* ILP is based around a religious festival. The celebration itself is only a small part of each ILP, as each set of projects covers all major aspects of each religion including worship, belief, leadership & belonging.



All resources are available on The Hub on the Cornerstones Maestro Website.

All the lessons in *Love to Celebrate* help children to learn **about** religion and learn **from** religion, helping them to gain a better understanding of the beliefs and motivations behind the actions of others.

*Love to Celebrate* encourages a variety of teaching methods including as role play/drama, stories and music. Visitors to school should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths.

### **Early Years Foundation Stage**

RE can also contribute to children's development of Characteristics of Effective Learning in particular with regard to:

- Making links and noticing patterns in their experience (Creating and Thinking Critically - Making links)
- Showing curiosity about objects, events and people (Playing and Exploring – Finding out and exploring)
- Using senses to explore the world around them (Playing and Exploring – Finding out and exploring)
- Representing their experiences in play (Playing and Exploring – Playing with what they know)
- Acting out experiences with other people (Playing and Exploring – Playing with what they know)

Love to Celebrate Our World introduces Nursery and Reception children to the concepts of Special Places, Special People and Special Times, and explores the diversity of beliefs, traditions and celebrations at an experiential level.

### **Assessment**

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

Teachers should therefore, assess what pupils know about religions, what their attitudes are to religions and how well they are able to express their own views and feelings towards other religions. This should be formally reported to parents as part of the child's end of year report.

A set of quizzes have been created on each of the 36 ILPs to help children retrieve key facts about each unit and retain their knowledge. They can also be used as a tool to recognise what they have remembered.

### **Differentiation**

Each child is recognised as having different abilities and aptitudes which must be catered for. Children will be encouraged to make individual progress during RE lessons through a range of activities, irrespective of their starting level. During lessons, differentiation will be made in accordance with school policy, through additional resources, teacher support, CSA support, paired / peer support, adapted tasks,

etc.

### **Special Educational Needs**

We believe that all children have the right to access the RE Curriculum. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE Curriculum to all children, whatever their ability.

Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate, we may support children with SEN in small groups or on a one to one basis, in accordance with our SEN Policy.

### **Equal Opportunities**

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multicultural society which we live in without compromising the faith, non-faith or cultural background of any pupil. (Please see the Equality Policy) Parents have the right to request that their children are withdrawn from religious education lessons.

### **Communication with Parents**

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of formal ways:

- Termly parent/teacher meetings
- The annual written report
- Availability of this policy on school's website

The co-ordinator responsible for this policy is Laura Vickers.

**This policy will be reviewed on a biennial basis.**

### **Contact for Doncaster SACRE:**

- email: Sameena.Choudry@doncaster.gov.uk
- tel: 01302 737658

Copies of Doncaster's Locally Agreed RE syllabus 2019 -2024 are available on request to Doncaster schools.

### **Links to Useful documents**

#### **Guidance for RE & Collective Worship in Academies & Free Schools**

<https://www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools/religious-education-re-and-collective-worship-in-academies-and-free-schools>

#### **RE – Realising the Potential (report summary)**

<https://www.gov.uk/government/publications/religious-education-realising-the-potential>