



Thameside Primary School: Religious Education Policy

Reviewed & approved by Governors: May 2022

Next review: May 2025



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Policy reviewed by:	Rosamund Porter
Key Changes:	<p>There are no changes to the 'The non-statutory national framework for Religious Education' published by QCA in 2004 and the Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023, these will be monitored at the next point of update in April 2025</p> <p>The complete policy remains fit for purpose.</p>



Article 14: I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance.

Article 30: I have a right to speak my own language and to follow my family's way of life.

THE LEGAL POSITION

The school, in accordance with the 1996 Education Act, provides Religious Education for all pupils registered at the school. Religious education and the National Curriculum make up the basic curriculum. Unlike subjects of the National Curriculum, Religious Education is taught in accordance with a locally agreed syllabus in our case, that of Reading. It has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

AIMS OF RELIGIOUS EDUCATION

Religious education aims to help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues;
- enhance their spiritual, moral, social and cultural development;
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions (summarised from the Locally Agreed Syllabus for Religious Education).

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, in accordance with the locally agreed syllabus, our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

PLANNING AND DELIVERY

The planning, teaching and learning and assessment of RE should be informed by the school's assessment policy and are currently taken from Agreed syllabus and 'The non-statutory national framework for Religious Education' published by QCA in 2004 and the Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023



Questions form the heart of the Agreed Syllabus to highlight that RE is an exploration and enquiry which can give rise to diverse answers and beliefs.

The religious education curriculum is based on two attainment targets laid down in the Agreed Syllabus:

Learning about religion

Learning from religion

Foundation Stage

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. The guidance given in the Agreed Syllabus is to help the teacher find ways of helping children to develop spiritually, morally, socially and culturally within the six areas of learning and make provision for children to learn about beliefs and cultures. RE can make an active contribution to:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

Key Stage 1

During this key stage pupils should engage with the following key questions:

- What do people believe about God, people and the natural world?
- How and why are some stories and books sacred and important in religion?
- Why am I special?
- What does it mean to belong?
- What can people learn from religious leaders and teachers?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

Pupils' answers to these questions will draw on Christianity and Judaism and other religions as appropriate.



Key Stage 2

During this key stage pupils should engage with the following key questions:

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?
- Why and how are people influenced and inspired by others?
- What is expected of a person in following a religion or belief?
- How do religious families and communities practise their faith, and what contributions do they make to local life?
- How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- How do people's beliefs about life after death influence the way they live?
- How and why are religious and spiritual ideas expressed and in the ways they are?

Pupils' answers to these questions will draw on Christianity, Islam, Judaism, Hinduism and Sikhism and other religions as appropriate.

Pupils will be given opportunities to develop the skills and attitudes required by the Agreed Syllabus:

Skills

Attitudes

communication

commitment

application of number

fairness

ICT

respect

working with others

self-understanding

improving own learning and performance

enquiry

problem solving

open-minded

thinking

tolerance

creativity



TEACHING, LEARNING AND ACHIEVEMENT

In the teaching and learning of religious education a variety of resources, styles, and techniques will be used as appropriate. Students will engage in activities which will also enable teachers to assess what they have learnt. The children are actively encouraged to assess their own learning and progress (Assessment for Learning). Assessment of children's work has been reviewed and Band descriptors have been compiled.

SPECIAL NEEDS

At our school we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching 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.

HOMEWORK

Homework will be set, if appropriate, according to Thameside's Homework Policy.

THE ROLE OF THE RE SUBJECT LEADER

The subject leader is responsible for monitoring and implementation of the policy.
The subject leader is responsible for organising and updating resources.
The subject leader is also responsible for the RE budget and portfolio.
The subject leader should give appropriate support and help as necessary.

ROLE OF ASSEMBLIES

It is a statutory requirement for the children to gather for a daily act of collective worship. Daily, weekly and termly assemblies provide opportunity to observe examples of work, share individual successes and aid the children's spiritual, moral, personal and social development although this is not part of teaching and learning in Religious Education. Please cross reference with the Collective Worship Policy and the PSHE policy.

WITHDRAWAL FROM RELIGIOUS EDUCATION

Parents may withdraw their children from all or any part of Religious Education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of Religious Education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect.