



**Kenley Primary School
New Barn Lane
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Religious Education Policy

What is Religious Education?

Religious education teaches children about the nature of religious beliefs and practices. It also teaches children about the importance and influence these religions have in society both now and in the past. The RE curriculum helps with the development of a child's spiritual, moral, social, and cultural development. It enables children to learn about some of the major religions including festivals, special books, beliefs and practices. At Kenley Primary School we help children to learn *from* religions as well as *about* religions.

Intent

At Kenley Primary School we believe the content of Religious Education curriculum should mirror the diverse community of our school and our local area. We encourage children to discuss, reflect on and compare their own religious beliefs, values and traditions with those of others whilst ensuring they are respectful of differing views. We want all children to develop a rigorous understanding of different world faiths to enable them to not only become respecting and open-minded individuals, but also to help develop their own sense of identity and belonging through self-awareness and reflection.

Aims and Objectives

- To develop an awareness of spiritual, moral, social and cultural experiences.
- To develop a knowledge of the major world religions.
- To be able to reflect on own experiences and to make comparisons with the experiences of others of different faiths or beliefs.
- To develop an understanding of a range of religious traditions and to appreciate the cultural differences in today's world.
- To promote the rights of individuals and to understand that they have the right to practise their religion and have their own say.
- To respect other people's views and to celebrate the diversity in society.
- To help children develop personal, moral, and cultural values.
- To develop children's awareness of the festivals, books, religious beliefs and practice of the major religions.
- To share beliefs, ideas and knowledge using appropriate language, stories, drawings, photographs, artefacts and role play.
- To observe, explore and ask questions about events, beliefs, and religious artefacts.

- To evaluate evidence and understand that people have the right to express different views and opinions, according to their own beliefs.

Implementation

We use the 2018 Croydon Agreed Syllabus to support teaching in Religious Education which puts an emphasis on enquiry-based learning and the study of the 5 principle religions of the world – Christianity, Islam, Hinduism, Buddhism and Sikhism. The main aims are to learn about religion, but also to learn from religion and human experience. Termly topics are carefully planned to ensure progression from Foundation Stage through to the end of KS2. Pupils learning is enhanced by handling artefacts, exploring sacred texts, visiting places of worship and meeting visitors from local religious communities.

Legal requirements

RE is required to be taught alongside the National Curriculum which all schools must provide for their pupils. The special status of RE as part of the curriculum, but not the National Curriculum is important. It ensures RE has an equal standing in relation to National Curriculum subjects within a school, but is not subject to statutory prescribed national targets, programs of study and assessment arrangements. (Education Reform Act 1988)

The curriculum provided must promote the spiritual, moral, social, and cultural development of pupils and prepare pupils for the opportunities, responsibilities and experiences of adult life.

Teaching and learning styles

- Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:
 1. Learning *about* Religions
 2. Learning *from* Religions
- Teaching and learning will develop from children's own experiences and then be extended and enriched through the teaching and reflection about major world religions.
- We plan our RE curriculum in accordance with the Croydon LEA's agreed syllabus. We ensure, through planning, that the topics studied are building upon prior learning.
- Through RE, children can extend their own sense of values and promote their spiritual and moralistic growth and development.

- Through RE lessons, children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising.
- Wherever possible, links are made between Religious Education and other curriculum subjects.
- In order to make religious education a lively, active subject, we employ a variety of teaching methods including art, ICT, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and reflection.
- Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.
- The spiritual, moral, social and cultural development of the pupils is further developed by the use of Votes For School which gives pupils the opportunity to discuss areas of SMSC and develop their understanding of the world.

Inclusion

All children are given every opportunity to achieve their best. All pupils should have equal rights to access RE. When planning RE, teachers should create opportunities for differentiation and consider the needs of children with special education needs, children who have English as an additional language as well as children who are more able or less able. We take every opportunity to celebrate the cultural and religious diversity of our school's community. Religious Education teaches children about the values of religions, but does not enforce any religious beliefs upon them. We remind children they have the right to share their beliefs, practise their religions and to have a say.

Withdrawal

Parents of pupils may personally request that their child may be excused from religious education and/or attendance of collective worship. If a parent does request for their child to be withdrawn, it would be helpful if teachers and the RE coordinator meet with the parents to discuss the matter. This will enable the school to clarify any specific religious issues which the parents object to and discuss the practical implications of their child being withdrawn. Teachers should refer parents to the Principal if they wish to process with their right of withdrawal.

Assessment

- There are some areas important to RE which may not be appropriate to assess objectively, for example, a pupil's own personal beliefs.
- Teachers will assess children's knowledge and understanding of the subject through discussions, open-ended questions or recorded work.
- Achievements in RE will be celebrated in the school report to parents.

Monitoring

Learning is monitored both during lessons by the teacher and across the school by the RE coordinator. The RE coordinator monitors learning and progression through book looks; observation of teaching and discussion with teaching staff.

School Assemblies/Collective Worship

Whole school assemblies and collective worship complement the teaching of Religious Education. Although broadly Christian in nature, they also share and celebrate world culture, religions, and festivals. Assemblies are an opportunity to promote the school's culture, values and expectations as well as providing a daily act of collective worship which helps to develop a community spirit and celebrate the successes of our pupils.

Whole school assemblies take place three times a week and are led by the Senior Leadership Team, Class Teachers or invited visitors. Elements of the assembly may include religious or moral themes, praise/moral songs, quiet reflection time and the opportunity to celebrate the children's successes.

In addition to whole-school assemblies, class assemblies are used to promote the spiritual, moral, social and cultural development of pupils. Votes for School is used to support class assemblies.

Impact

- We want the R.E. curriculum to impact on the children in the following ways:
- To deepen their reflection on questions relating to spiritual, moral, social, and cultural understanding.
- To discuss their own beliefs, values, and attitudes and to gain understanding of other faiths, thus becoming more tolerant of the

beliefs, values and attitudes of others.

- To equip our pupils with strong skills to consider issues of community cohesion, diversity, and religious understanding.
- To contribute significantly to pupils' academic understanding of world religion and their own spiritual, moral, social, and cultural development.

Our children are always willing to discuss their home religion and beliefs when given the opportunity and this is reflected in school through pupil voice, displays and the events which we celebrate. The high-quality pupil engagement in these events is evidence of the diverse and tolerant community that we foster.

Approved at FGB Meeting September 2022