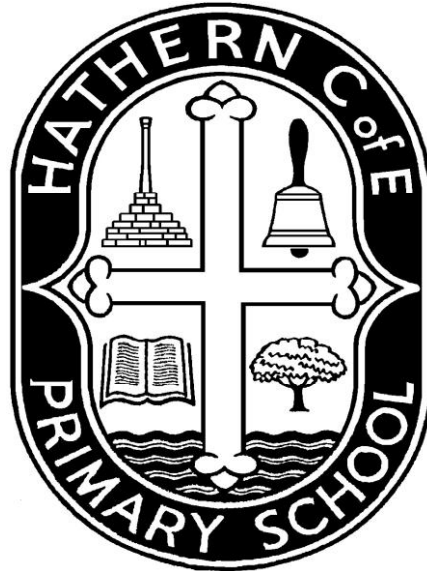


Hathern Church of England Primary School



Religious Education

At Hathern Church of England Primary School, we believe in

'Learning and Caring Together'

Religious Education Policy for Hathern C of E Primary School

This policy has been adopted by the Governors in consultation with the RE subject leader and teaching staff. It was approved by governors on ... and will be reviewed in November 2025.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Intention of RE at Hathern C of E Primary School.

RE at Hathern C of E Primary School will be provided in line with the legal requirements. These are that:

- The principal aim for RE at Hathern C of E Primary School is taken from the Leicestershire Agreed Syllabus is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.
- The RE curriculum will include provision for religious education for all pupils on the school roll.
- The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious and non-religious traditions represented in the United Kingdom: Hinduism, Islam, Judaism and Humanism.
- The RE which is provided shall be in accordance with the locally agreed syllabus for Leicestershire.

Within the framework of the Agreed Syllabus, our intention in RE is for pupils to:

1. Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
 - explain how and why these beliefs are understood in different ways, by individuals and within communities.
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways

- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life.
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.
 4. Acquire and develop knowledge and understanding of Christianity and other principal religious and non-religious beliefs represented in the United Kingdom;
 5. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures;
 6. Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom to their individual beliefs;
 7. Enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
 - Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in the light of their study;
 8. Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.
 9. Recognising the similarities and differences between religious and non-religious beliefs.

Implementation

Context

- The context of Hathern C of E Primary School is that of a small village school, serving both Hathern as well as receiving children from out of the catchment area, in the age range of 4-11 years.

- In accordance with the requirements from both the Leicestershire County Council and the Leicester Diocese, we work from both the Leicestershire Agreed Syllabus and Understanding Christianity.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come and which make up the Hathern family. We welcome this diversity and aim to be sensitive to the home background of each child. We are fortunate to have the support of members of local faith communities.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development and the leading role the RE curriculum plays in these areas.

Time Allocation

- The National Framework for RE (QCA 2009) recognises RE as a 'core' subject, required for all pupils. The Dearing Review of the Curriculum (1996) recommended a minimum of 36 hours per year for RE at Key Stage One, and 45 hours per year at Key Stage Two, a recommendation endorsed by the Agreed Syllabus. RE will form part of the planning in the EYFS, although there is no specific time allocation it is expected that there will be approximately 20 minutes per week of teacher input. RE curriculum time does not include collective worship, even when the collective worship provides a starting point for curricular work.

Scheme of Work

A Long Term Plan and detailed scheme of work is available for staff alongside this policy. It has been written in light of the Agreed Syllabus and Understanding Christianity. RE will be based around half termly topics, fitting in with the creative curriculum where possible. Key stage One children will study Christianity, Judaism, Islam and Hinduism. At Key Stage Two pupils will learn about Christianity throughout the key stage, and will also have opportunities to study: Hinduism, Islam, Judaism and Humanism.

Children's learning in RE is planned so that previous learning is built upon, enriching and enhancing their understanding of religious and non-religious beliefs and practices. By the end of Upper Key Stage Two children will have investigated and analysed at least five key beliefs and practices: Christianity, Judaism, Islam, Hinduism, and Humanism. The curriculum is organised into big questions. Each lesson within a unit has a question to be answered during the lesson. Learning using other curriculum skill will be utilised this might in reading, writing, comprehension, art, music, history, geography and IT. Pupils have the opportunity to contribute their own ideas and knowledge to topics. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively over time, ensuring that children are ready to meet the expectations of Key Stage 3 and beyond.

Teaching and Learning Styles

OFSTED reports suggest that the range of teaching and learning styles in RE is often too narrow. At Hathern we aim to use a wide variety of learning activities including art, drama, visits and visitors, posters, ICT, videos, photographs, discussion work and other active learning strategies. Cross curricular work is encouraged, so long as the outcome has a focus on R.E. We recognise the importance of teaching to the attainment targets of the Agreed Syllabus and Understanding Christianity in a balanced way.

Visits to places of worship

At Hathern, we recognise the importance of visiting places of worship in order to bring the children's learning to life. Children in EYFS and Key Stage One will visit the church of St Peter and St Paul in Hathern.

In Key Stage Two, children in Year 3 and 5 will alternate visiting a synagogue and a mosque.

Synagogue

2022/23

2023/24

Mosque

2024/25

2025/26

Children in Year 4 and 6 will visit a mandir.

Impact

Matching Work to Pupil's Needs

The whole school policy with regard to special needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of religion through family practice. This of course may not relate to their general educational 'ability'. Ability in written work should not be assumed to be linked to a child's ability in RE.

Assessment

As required by law we report on attainment in RE to parents at the end of each academic year. We use the Agreed Syllabus attainment descriptions and the Understanding Christianity attainment descriptions at the end of each unit to assess the children and note down those children who have not met the expected level in a unit. This information is passed onto the new class teacher at the end of the year.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 2 years, and then be fully reviewed by staff and governors.

Self-Evaluation, RE and Inspection

The subject leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with OFSTED guidance about self-assessment and review.

Withdrawal

We note the right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. However, at Hathern we are aware that this right to withdrawal was granted when Religious Education was actually religious instruction. As the Religious Education we provide at Hathern is not instruction, should a parent wish to withdraw their child from R.E. lessons, we would seek to inform the parent about the content and purpose of the lessons in order to ensure that they are aware that our lessons do not instruct.

We aim to provide an open curriculum which can be taught to all pupils, by all staff.

There are no pupils withdrawn from RE at present.

Link Governor:

Named co-ordinator:

Date: