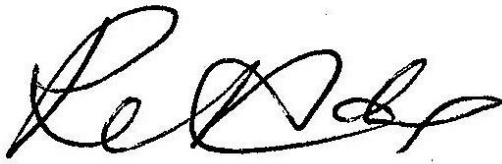



STICKLAND'S CEVA SCHOOL
RELIGIOUS EDUCATION POLICY 2023

Adopted date:	October 2023
Signature of Headteacher:	
Signature of Governing body:	
Next review date	October 2026

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Stickland's CE School.

The Importance of Religious Education has a very high profile within Stickland's curriculum, and learning activities provide fully for the needs of all learners. Learners are inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

Religious Education - the non-statutory national framework

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit.

The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to spiritual, moral, social and cultural development (see also policies for Spirituality and SMSC).

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Stickland's CE School.

The spiritual and moral development of our children underpins all aspects of our school life.

Legal Requirements - Stickland's CE School is a Church of England school, therefore Religious Education must be taught reflecting the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Head teacher and the Religious Education subject leader on a daily basis. Following the Diocese of Salisbury advice about Religious Education, and the Statement of Entitlement 2016, teaching about the Christian faith will take up 50% of RE curriculum time and will use materials that will encourage theological literacy such as "Understanding Christianity". For the teaching and learning about other World Faiths the school will follow the locally agreed syllabus from Dorset SACRE (Standing Advisory Council on Religious Education)

Religious Education will be allocated not less than 5% of the timetable.

Dorset SACRE recommendations

RE as part of the basic curriculum RE supports the aims of the school curriculum which is to be balanced and broadly based.

This curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils
 - Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Dorset SACRE Terminology

With the intention of affording each worldview equal respect and being mindful of reflecting each as their believers would wish i.e. using their chosen endonym, and having consulted a range of groups from each religion and Humanism, the Agreed Syllabus uses the following terminology:

Buddhism	Buddhists
Christianity	Christian
Humanism	Humanists
Islam	Muslims
Judaism	Jews
Sanatana Dharma (formerly referred to as Hinduism)	Santhanis (formerly referred to as Hindus)
Sikhi (formerly referred to as Sikhism)	Sikhs

Sanatana Dharma is an endonym used by many Hindus to refer to 'Hinduism'. It refers to the "eternal" truth and teachings of Hinduism. It can also be translated as "the natural and eternal way to live". On the other hand, the term Hindu or Hindu Dharma is a term given by Persians only a few centuries ago, to mean the people living beside the River Sindhu. The term Sikhism is a Western term that was created by Europeans during the nineteenth century. It was not used by most Sikhs themselves. The term Sikhi represents religion as well as a continuous state of learning, engagement and way of life.

EYFS

Religious Education is a legal requirement for all pupils on the school roll, including all those in the Reception Year. Stickland's school ensure children encounter aspects of Christianity as well as other

religions of the setting's choosing, as a foundation for later RE learning and to provide consistency, as the syllabus recommends Christianity is taught in all year groups.

Stickland's encourage EYFS children to encounter various religions/worldviews through special people, books, times, places and objects and by visiting places of worship. Children listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

KS1 and KS2

Stickland's School long term plan following Dorset SACRE ensures a breadth, depth and progression of teaching and learning across the age-phases which includes, as a minimum requirement, the study of:

Two Abrahamic traditions, one of which should be Christianity (A), Two Dharmic traditions (B) and Humanism (C). Whilst the minimum requirement would allow for the study of just 5 worldviews (including Christianity and Humanism).

All children will be taught the same religion across the school at the same time. Each religion will be celebrated in a whole school assembly to reflect both understanding and progression across the key stages. (see the RE long term plan for further information)

A (at least 2)	B (at least 2)	C
Christianity	Buddhism	Humanism
Islam	Sanatana Dharma (formerly referred to as Hinduism)	
Judaism	Sikhi	

Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

Aims

The purpose of teaching Religious Education at Stickland's CE School is to

- enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- contribute to the development of pupils own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Principles

At Stickland's School by the end of Year 6 appropriate to their age related expectations all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Effective teaching and learning about Religions and World Views

As a Church of England school we have a duty to provide accurate knowledge and understanding of religions and world views. We aim to provide:

- a challenging and robust curriculum based on an accurate theological framework.
- an assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- a curriculum that draws on the richness and diversity of religious experience worldwide.
- a pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

We aim through our teaching

- to provide a course of Religious Education appropriate to the educational needs of the children in our school, at their different stages of development
- to contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- to assist and encourage experience of Christian life and worship.
- through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school

- to grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- to formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- to learn something of the religious experiences of others.
- to develop their own beliefs, values and ideals in the light of their experiences
- to develop respect for other people, their beliefs and their life-styles.
- to develop an enquiring attitude towards religion and to explore activities of prayer and worship.

Entitlement

Religious Education will be taught as a discrete subject although the approach may vary.

Religious Education in our school is organized using a whole school overview. This lays out which units, or themes, should be studied by each year group. The Dorset SACRE are referred to and the units of work about the Christian faith will use Understanding Christianity and other religions are based on Jigsaw RE and other sources as appropriate.

Wherever possible all children will learn from primary source material, will be taken on trips to places of worship or watch online visits of various places of worship and will meet outside speakers representing their beliefs.

Implementation

- Religious Education will be taught throughout the school by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to churches and other places of worship or online virtual visits are used when appropriate.
- A variety of teaching approaches are encouraged:
 - ◇ Teacher presentations, role play and storytelling.
 - ◇ Questions and answer sessions, discussions and debates.
 - ◇ Individual and group research.
 - ◇ Photographs, pictures / art, music and maps
 - ◇ IT, film, podcasts, radio, websites, newspapers to research and communicate ideas.
- Mind Friendly strategies will support teaching and learning as appropriate.
- Progression will be guided by the syllabus and schemes of learning that Stickland's CE School uses
- Religious Education may be integrated with other subjects as appropriate for example IT, History and PSICHE.
- Religious Education resources will be reviewed and updated regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- CPD will be included with the Strategic School Improvement Plan. External CPD will reflect budgetary priorities and constraints.

Special Educational Needs.

Children with special educational needs and disability will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every

child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities.

Planning, Assessment, Reporting and Record Keeping

Teachers use a variety of means of assessing pupil's work in line with the assessment policy and the requirements of the Dorset Agreed Syllabus. This includes:

- the regular reviewing of pupil's work
- observing the work of groups and individuals (particularly in whole-class and group discussions)
- assessing against the RE progression of skills as stated in the RE progression document
- assessing against objectives in both the schemes of learning used and the Dorset Agreed Syllabus
- Long Term Planning is informed by guidance offered by SACRE Dorset

Monitoring and Evaluation

- The Head teacher has overall responsibility for monitoring and evaluation
- The RE subject leader will assist the Head teacher by monitoring Long Term and Medium Term plan.
- The RE subject leader will assist the Head teacher by monitoring RE through work scrutinises.
- The subject leader will keep a file of examples of work to demonstrate continuity and progression. · The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy