



SELLINDGE PRIMARY SCHOOL

RE POLICY

Introduction

This policy outlines the teaching, organisation and management of Religious Education (RE) taught and learnt at Sellindge Primary School.

The school follows the Kent Agreed Syllabus 2022 - 2027 (KAS), a revised version of the 2017-2022 syllabus, which was built on good practice from the 2004 Non-statutory Framework for RE, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council's non-statutory *Framework* from 2013.

The majority of this policy is taken directly from this document.

Statutory Requirements

- RE must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum'.
- This requirement does not apply for children below compulsory school age
- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principle religions represented in Great Britain'.

(KAS)

Principle Aim

To engage pupils in systematic enquiry into significant human questions, which religion and worldviews seek to address, so that they can develop the understanding and skills needed with which to appreciate and appraise varied responses to such questions, as well as develop responses of their own. (KAS)

Objectives

To enable pupils to:

- engage in meaningful, informed and academic dialogue with those of other faiths and of none; and develop evaluative responses of their own to the questions and issues addressed in RE. (KAS)

Curriculum

This agreed syllabus sets out programmes that provide a coherent understanding of religions and worldviews, preparing children and young people for life in twenty-first century Britain.

The new syllabus is updated in the following ways:

- It reflects a shift in language in the RE community toward the idea of organised and individual Worldviews.
- It notes the focus in the 2019 Ofsted Education Inspection Framework on curriculum and supports teachers in planning a coherent curriculum.
- It reflects a growing interest in the RE community (and reflected in guidance from Ofsted) in different kinds of knowledge, including substantive knowledge, disciplinary knowledge and personal knowledge.
- It includes some additional units of work, reflecting the interest in disciplinary methods and also responding to important societal issues – anti-racism and the climate emergency.
- It provides extended guidance within the syllabus document itself.

The curriculum for RE aims to ensure that all pupils experience learning in three main areas drawn from the KAS.

1. Know about and understand a range of religions and worldviews, so that pupils can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religions and worldviews; and
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that pupils can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, and meaning and value, including ethical issues; and
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that pupils can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
- The Programme of Study at Sellindge Primary follows the three themes (below) using the Kent Scheme Unit Plans. These have been organised on a two-year cycle, which can be found on the school website. The unit plans are based around a key question.

A. Know about and understand a range of religions and worldviews.

(KAS)

B. Express ideas and insights about the nature, significance and impact of religions and worldviews.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

RE in the Early Years Foundation Stage

The aim of RE in EYFS is to enable children to encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship and/or religious significance. They will listen to and talk about stories. Children may be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They will learn how to ask questions and reflect on their own feelings and experiences. They will be guided to use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The units of work will support the area of learning opportunities for EYFS 7 - Understanding of the World

Worldviews in RE

This syllabus refers to religious and non-religious worldviews throughout. The term 'worldview' encompasses a broad range of ideas, incorporating the religious and non-religious. Traditionally, RE has examined religious worldviews by looking at the traditional beliefs, teachings and practices of the world religions (Christianity, Judaism, Hinduism, Islam). Recent developments in RE, such as those described in the 2022 REC Draft Handbook on religion and worldviews, differentiate between organised or institutional worldviews and individual worldviews. (KAS)

Using the idea of worldviews in this syllabus

This syllabus uses the idea of worldviews as a way of allowing for some flexibility in the presentation of traditional religions – acknowledging the diversity within traditions, geographically and across time. It also enables pupils to recognise that members of religious traditions may have individual worldviews that differ. The idea of personal worldviews applies to pupils' own perspectives within the RE classroom. (KAS)

Important notes:

- RE is a core subject of the curriculum for all pupils. RE is an entitlement for all pupils through from Y1-6
- Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though there may be links between the collective worship and the purposes and themes of RE.
- **The delivery of RE** is through regular timetable lessons and there may be one off themed RE days to **complement this**.
- **RE is taught in clearly identifiable time.** However, cross curricular links may be made with such subjects as Literacy or PSHE. In EYFS, teachers indicate the opportunities which they are providing to integrate RE into children's learning.
- Sufficient time is given to RE, so that pupils can meet the expectations set out in the locally agreed syllabus.

Right of Withdrawal

In the UK, parents have the right to withdraw their children from RE/RME on the grounds that they wish to make their own provision (see *School Standards and Framework Act 1998 S71 (3)*). This will be the parents' responsibility. At Sellindge we will talk to parents to ensure that they understand the aims and value of RE at Sellindge before honouring this right.

Assessment

The end-of-key-stage outcomes below are used to assess pupils throughout the year and are reported to parents annually. Alongside the evidence for the EYFS Profile, EYFS will begin to evidence elements of the skills and content described in KS1, below, where appropriate.

Pupils can:

KS1	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
Lower KS2	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
Upper KS2	A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

(KAS)

Equality & Other Policies and Documentation

This policy complies with *The Equality Act 2010* and the *Public Sector Equality Duty* and should be read in conjunction with such other related school policies and documentation, as follow: *Kent Agreed Syllabus for RE 2017-22*, *SEN Policy*, *Health and Safety Guidance*, *Educational Visits Policy and documents*, *Teaching and Learning Policy* and

Guidelines, Monitoring and Evaluation Policy, Assessment Policy, Feedback and Marking Policy, PSHE Policy, EYFS Policy, Curriculum Policy, Literacy Policy and British Values.

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