



Benthal Primary School

Religious Education Policy

Agreed by	Chair of Governors
Approval Date	Nov 2022
Review Schedule	Autumn 2025

RELIGIOUS EDUCATION POLICY

Intent

'Through Religious Education, all pupils are taught to develop spiritually, academically, emotionally and morally in a way that enables them to understand and value themselves and others and to better cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world'

Aims

1. To encourage children to value themselves as individuals and promote their spiritual, moral, social and cultural development.
2. To link learning in RE to the Benthal Values, wherever possible.
3. To help children understand and respect the religious beliefs, attitudes and activities of other people and to develop and express their own beliefs.
4. To foster understanding, value all beliefs and help eliminate all forms of prejudice.
5. To learn about basic religious concepts and how they have been expressed in sacred books, symbols, language, arts, daily life and rituals.
6. To introduce children to key figures in various religions.
7. To teach the skills required to engage in examination of and reflection upon religious belief and practice.
8. To allow children to share in various religious festivals and to have an understanding of different cultures and traditions.
9. The safety and welfare of pupils, including protecting pupils and staff from extremist views, vocal or active, which are opposed to British values will be taken extremely seriously. All opinions or behaviours which are contrary to these values and the ethos of the school will be vigorously challenged.

Legal Requirements

As required by law, RE is provided for all pupils in accordance with the local Standing Advisory Council on Religious Education (SACRE), which is based on the national model. This is in place to maintain the provision of religious education in all Hackney non-denominational maintained schools.

The agreed syllabus requires RE teaching to be open, objective and educational in approach – it should:

- protect the integrity of pupils by ensuring that the teaching is not designed to convert or urge a particular religion or religious belief.
- present the religious beliefs and practices studied as they are perceived by the faith communities.
- contribute to the spiritual, moral, social and cultural development of all pupils regardless of beliefs.

Curriculum Requirements

The minimum teaching time for R.E. is 36 hours at KS1 and 45 hours at KS2 each year. Teachers will follow the schemes of work from Hackney Learning Trust.

Each unit of the agreed syllabus normally focuses on an aspect of a single religion in order to encourage authenticity and a deeper understanding.

As Christianity, Islam and Judaism are the principal religions represented in Hackney, the teaching units focuses on these traditions and lessons have been allocated evenly across the key stages. In addition, the scheme of work also exposes children to other religions such as Buddhism, Hinduism and Sikhism. We also respect the fact that some children do not have a religion so there are links made to spirituality to enable children without a faith to discuss what is important to them.

Approaches to Teaching RE

At Benthall, we use religious stories, resources and artefacts, and pictures to support the teaching of Religious education. All children have access to a range of cultural opportunities which promote the British values of tolerance, respect, understanding and empathy for others. We also expose our children to religious trips which helps to link their learning to real life experiences and in return, supports the spiritual, moral, social and cultural well-being and physical and mental health of the pupils.

1. Collecting information through literature and artefacts
2. Use of multimedia e.g. video, film, sound recordings
3. Use of visits and speakers
4. Questioning and discussion
5. Creative activities linked to D&T and Art
6. Role play
7. Extended writing
8. Whole school/Key Stage assemblies based on a religious festival, person or tradition
9. Through adaptive teaching, use a range of materials and strategies that will enable pupils to achieve expectations while maintaining a culture of high expectations.
10. Through adaptive teaching provide support with introducing new learning and balance this with securing previous knowledge.

Role of the RE Lead, Management and Training

The RE lead's main responsibility is to promote the school's vision and ethos by ensuring that the teaching and learning of Religious Education is delivered consistently and to a high standard across the school. Also, use strategies to enable all learners to participate and enjoy learning about faiths from around the world.

The RE Lead will:

- Organise whole school initiatives and events to promote the learning of RE as a key priority.
- Attend regular forums and training provide by the local authority.
- Work with consultants and agencies to provide relevant learning experiences.
- Manage a budget and other resources effectively.
- Provide a report to SLT and Governors each term to evaluate impact and the effectiveness of provision.

Teachers have access to training in the teaching of RE through:

- Staff meetings- to share expertise.
- Use of specialist teachers for support.

SEND, Inclusion and Equal Opportunities

At Benthal, we ensure that all children are treated fairly; without discrimination or prejudice irrespective of any physical, sensory, intellectual, emotional, behavior needs or their beliefs. Children from all backgrounds and genders are encouraged to express their opinions. Through the use of school resources, trips and visits and guest speakers, positive images of all faiths are taken into account. (see also separate SEN policy)

Assessment, Review and Monitoring

The Scheme of work is provided through the Hackney Learning Trust. Coverage will be assessed by comparing the work in books with schemes of work. The work in books should be broadly based on the scheme of work. Teacher's should use their professional judgement or seek advice from the RE lead if they wish to do something different.

There should be a minimum of three pieces of written work in RE books for each half term. Other lessons could be recorded through literacy lessons, art and design, photos, sketches or in ICT folders.

An end of term assessment/moderation sheet should be delivered and completed, in line with the resources provided by Hackney Learning Trust. Teachers should use this to assess against the RE spectrum sheet to ensure progression is visible and occurring.

Assessment of pupil achievement will also be covered by adhering to the school's marking policy, where teachers and pupils will assess against the success criteria ('I can' statements).