



# **Religious Education Policy**



## **BRIERLEY CE (VC) PRIMARY SCHOOL**

### **Our Vision**

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body. Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

## **POLICY FOR RELIGIOUS EDUCATION**

### **Rationale**

Religious Education at Brierley C.E. (VC) Primary School ensures that the moral, physical, social, emotional and spiritual development of each child takes place in a caring atmosphere that recognises and values the Christian foundation and ethos of the school.

### **Religious background**

At Brierley CE (VC) Primary School, Religious Education is an integral part of our school life. We are a voluntary controlled primary school with a Christian foundation and, as such, Christianity forms the basis of all the teaching in the school and how we treat each other. Our Christian vision lies at the heart of all our teachings in school.

### **Aims and objectives**

At Brierley CE (VC) Primary School our aims in Religious Education are to help children:

- acquire and develop knowledge and understanding of the principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- 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 Great Britain;

We enhance the children's spiritual, moral, cultural and social development by:

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
- responding to such questions with reference to the teachings and practices of religion, and to their own understanding and experience
- reflecting on their own beliefs, values and experiences in the light of their study
- developing a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

As a Church of England Voluntary Controlled school, we develop links between the church, community and school to ensure that Religious Education is relevant to all pupils, whatever their culture or faith.

## Long term Planning

Our long-term plan is a carefully blended equal fusion of the Understanding Christianity framework and the Barnsley Local Agreed Syllabus (2015).

During each half term all our children study Christianity and one other faith outlined in the Barnsley Local Agreed Syllabus (BLAS). Therefore, they answer the same questions outlined in the Barnsley Local Agreed Syllabus using their knowledge of Christianity and either Hinduism, Judaism, Islam, Buddhism or Sikhism.

Children find answers to these questions as they learn each topics outlined in the Understanding Christianity (UC) framework. For example, as the children learn the UC unit on the Christian Gospel and one of the five other faiths outlined in the BLAS, they answer the question '**Why are these words special**'?

The other questions outlined on the BLAS and their coordinated UC unit are:

***Why are some places special? – UC unit Kingdom of God***

***How can faith contribute to community cohesion? – UC unit People of God***

***Why are some times special? – UC unit Incarnation***

***What can be learnt from the lives of significant people of faith? – UC unit Salvation***

***How do I and others feel about life and the universe? – UC unit Creation***

If the children choose to explore an additional faith to these outlined – if a child worships a different religion for example – then we ensure there is time within our curriculum to explore this.

Religious Education in Foundation Stage is taught through a variety of topics, based on the Early Years Foundation Stage, incorporating a range of opportunities that contribute to the emotional and spiritual development of the children. These opportunities provide a basis for the development of Religious Education in key stages one and two.

## Teaching and Learning

The teaching of Religious Education is a statutory requirement in all schools and has equal status with all other subjects (The Curriculum Framework for Religious Education in England 2013).

At Brierley CE (VC) Primary School we aim to provide a broad and balanced curriculum to help promote the spiritual, moral, cultural, mental and physical development of the children. This prepares them for the opportunities, responsibilities and experiences of adult life. We address these aims through two attainment targets;

### Learning about Religion

How pupils develop their knowledge, skills and understanding, with reference to;

- beliefs and teachings
- practices and way of life
- forms of expression

### Learning from Religion

How pupils express their responses and insights with regard to questions and issues about;

- identity and belonging
- meaning, purpose and truth
- values and commitments

In Religious Education we are aware that children learn in different ways and use art, drama, talking activities, visits, posters, photos, videos, display work and other active learning strategies.

Cross curricular work is encouraged and topic links made where appropriate, in line with whole school policy on teaching and learning.

### Equal opportunities

Work in Religious Education should be relevant, interesting and of educational value to all pupils, whatever their own religious or philosophical backgrounds.

All pupils should have full access to Religious Education, as this area of the curriculum makes a valuable contribution to their education. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience.

Learning in Religious Education should enable pupils to:

- respect self and be sensitive to the needs of others;
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio-economic status.

At Brierley CE (VC) Primary School we believe it is important that careful attention is given to individual needs in order that all pupils are able to achieve success, and that standards of attainment in Religious Education are continually raised.

### Visits to places of worship

We are able to visit our church of St Paul's in the immediate vicinity of the school, where clergy or other members of the church community are happy to meet with the children and be involved in Religious Education and other activities. We also visit different places of worship such as the St Luke's, Grimethorpe and Emmanuel Church, Barnsley. As part of our learning about other faiths, practices and beliefs a Gurdwara or Mosque may also be visited and studied.

### Resources

We see the use of religious artefacts as an essential addition to the variety of our children's learning experiences. We encourage our staff and children to regard them as sacred objects which have a special meaning for their particular religion and subsequently children will learn to treat them accordingly.

### Spiritual, Moral, Social and Cultural development

Religious Education should make a very effective contribution to the spiritual development of all pupils. Opportunities for spiritual development should be an integral part of whole curriculum planning. However, Religious Education does have a specific role to play in ensuring that pupils learn from religion as well as learning about religion. All the major world religions acknowledge that there is a spiritual dimension to human life, and pupils should have the opportunity to explore feelings and emotions in ways which take them beyond the ordinary and everyday.

All pupils should experience and be enabled to respond to the spiritual dimension, and, as some may have had little opportunity to do this outside school, it is important to ensure that this area is built into the planning for teaching and learning.

### Assessment and Progression

A half termly summative assessment is undertaken; this measures individual progress and monitors cohort differences. This assessment also provides evaluative information which the subject leader analyses and uses to address key issues.

### Right of withdrawal

The Education Reform Act 1988 confirmed the right of withdrawal for both teachers and parents. Parents may request in writing for their child to be withdrawn from Religious Education. Staff may also withdraw from teaching Religious Education upon request to the Head teacher. It should be noted that requests for withdrawal are sometimes based on a misunderstanding of the nature and function of Religious Education and it is our view that discussion is vital before the final decision to withdraw is made.

### Review and Monitoring

This policy will be fully reviewed every 3 years but may be periodically updated to reflect any national, local or school based initiatives.

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