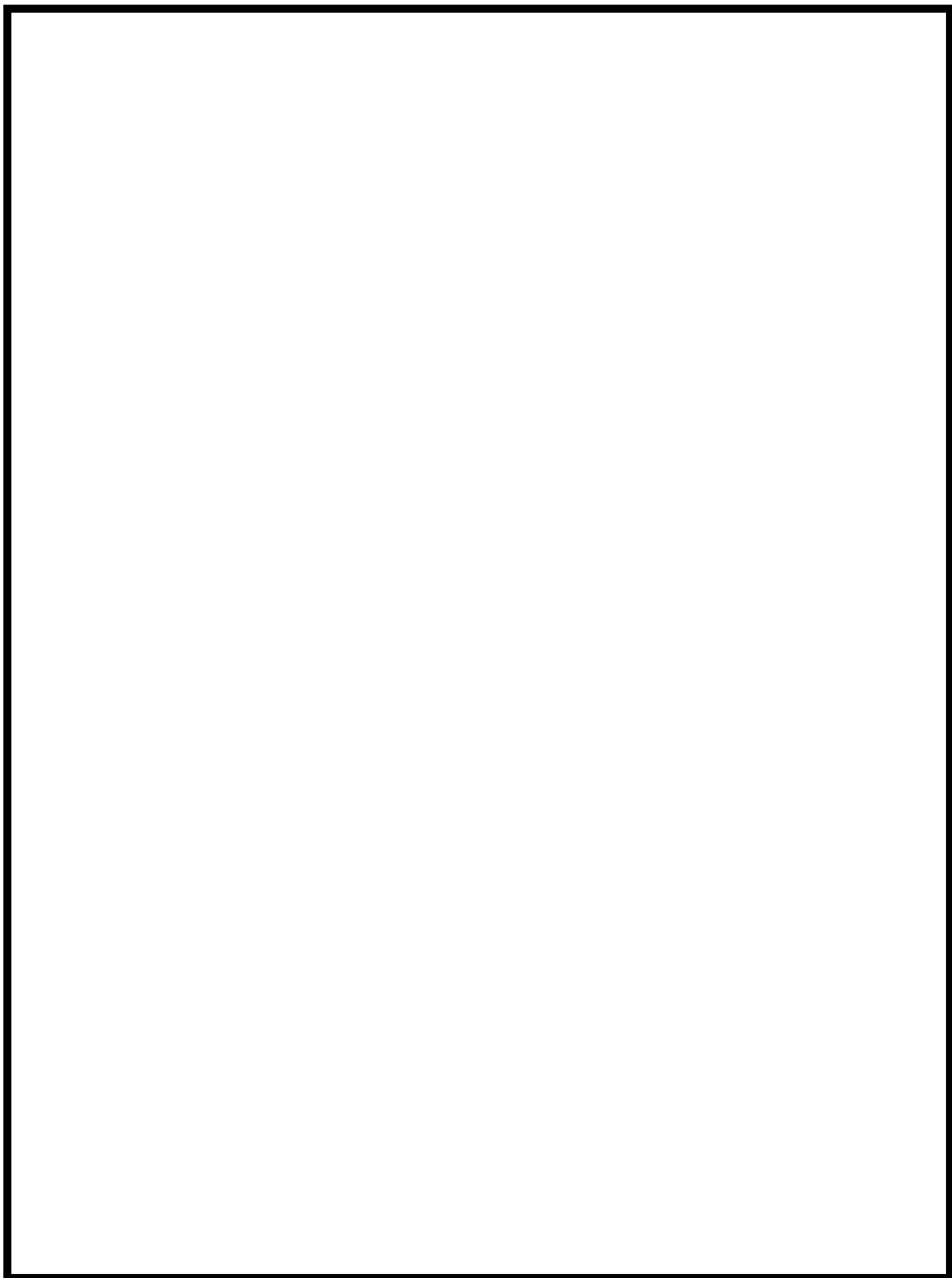


Ebor Gardens and Victoria Primary Academies



RELIGIOUS EDUCATION

Policy updated:	Sept 2020
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Victoria and Ebor Gardens Primary academies are committed to providing a broad, balanced and effective education for all the children who attend our schools.

This document is a statement of the aims, principles and strategies for teaching and learning RE.

Introduction

The National Curriculum for England, 2014 “All state schools ... must teach religious education to pupils at every key stage”. Religious Education is a curriculum subject which focuses on beliefs and practices of the major world religions of Christianity, Judaism, Islam and Hinduism. It enables our pupils to explore the meaning of life, human nature and destiny, about what is right and wrong, about traditions and worship and festivals and celebrations. Religious Education contributes to the rich, broad and balanced curriculum in our academies.

Context

We work to the agreed (SACRE) Leeds Local Authority Syllabus and use this to inform our planning. We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity, and we intend to be sensitive to the home background of each child. We recognise the inter-relationship between pupils’ spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

The Aims of Religious Education

RE in our schools will be provided in line with the legal requirements. These are that:

- the basic 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 traditions represented in Great Britain
- the RE which is provided shall be in accordance with the Leeds Local Agreed Syllabus (LAS), 2015-2020

Within the framework of the law and the Agreed Syllabus, our aims in RE are:

- to enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences
- to enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Leeds and in Great Britain. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase:
 - to promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country
 - to affirm each child in his / her own family tradition, religious or secular
 - to provide children with opportunities for spiritual, moral, social and cultural development
 - to develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, the sacred, authority, religious belief and lifestyle, and through exploring the fundamental questions of life.

Religious Education in relation to the National Curriculum

Religious Education in our schools has been planned according to the Leeds Local Agreed Syllabus (LAS) 2015-2020. The LAS is designed to focus on attainment in Religious Education and have a structured framework for studying Christianity and other religions. Religious Education is a core subject within the National Curriculum and The LAS reflects this.

Planning and Organisation

RE is taught by class teachers as part of children's curriculum entitlement.

All staff take lesson objectives from the Barnsley Agreed Syllabus.

Planning of Religious Education

In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends an estimated allocation of curriculum time for Religious Education (RE). Curriculum time for RE is distinct from the time schools may spend on collective worship. A minimum 5% of curriculum time is strongly recommended for teaching Religious Education. This means in practice that schools are expected to allocate:

Key Stage 1: 36 hours of tuition per year.

Key Stage 2: 45 hours of tuition per year.

The Programme of Study for Religious Education is based on the Leeds Agreed Syllabus and can be read in full on the website. <https://www.leeds.gov.uk/docs/Leeds%20RE%20syllabus.pdf>

In summary:

EYFS – The Curriculum Guidance for the EYFS sets out the expectations of what children should learn to meet the Early Learning Goals. RE can contribute to all six areas of learning but most specifically in relation to Personal, social and emotional development; Communication, language and literacy; Knowledge and Understanding of the world and Creative development.

Key Stage 1 – Throughout KS1, pupils explore the Christian faith and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. Key Stage 1 emphasises exploration: finding out about religion and oneself.

Key Stage 2 – Throughout KS2, pupils learn about the Christian faith and at least two of the other principal religions, recognising the impact of religion locally, nationally and globally. They consider the beliefs, teachings, practices and ways of life central to religion and learn about sacred texts and other sources and consider their meanings. Principally, they learn about similarities and differences both within and between faiths and the importance of dialogue and understanding between religions.

With regard to the way in which we represent faith communities, we will:

- present accurate information about the faith, both in its historical development and as it is practised today
- convey how the faith is understood from within
- focus on key beliefs, values and practices as identified by the faith community itself
- indicate the variety of ways in which individual believers may respond to the demands of their faith
- involve, as far as possible, practitioners of the faith to provide an authentic 'insider' view, while recognising that there may be a variety of 'insider' views

- endeavour to achieve clarity about how faiths differ from one another while also pointing to areas of common ground

Teaching and Learning Styles

Our policy seeks to use a cross curricular approach to RE, utilising art, drama, talking activities, visits and visitors, posters, photos, books, videos and other active learning strategies to meet the objectives of the LAS. We recognise the importance of teaching to the attainment targets of the LAS in a balanced way.

Ensuring Disability Equality

We are committed to ensuring equality of education and opportunity for all children. We follow the necessary regulations to ensure that we take the experiences and needs of all children into account when planning for teaching, learning and pastoral support. We do not take educational inclusion and equality for granted. We constantly identify those children who may be missing out, difficult to engage, or feeling in some way to be apart from what we seek to provide.

We aim to develop a culture of inclusion and diversity in which pupils with disabilities are able to participate fully in school life and achieve their learning potential. We will make reasonable adjustments to ensure that barriers to learning are removed and the school environment and the RE curriculum are as accessible as possible.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The LAS provides descriptions of levels of attainment. Continuous assessment will be used to inform future planning.

Safety Guidelines

Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits'. Some year groups make visits to buildings of worship to support their work in Religious Education. Teachers ensure pupils respect the customs and beliefs of the faith community who worship in these buildings.

Withdrawal

We note the rights of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum, which can be taught to all pupils, by all staff. Please refer to the head teacher any questions from parents about withdrawals.