

LANGMOOR PRIMARY SCHOOL
Religious Education Policy

Aims of our RE curriculum

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths;
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions';
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument;
- To maintain close links with local churches and other religious communities;
- To learn **from** religions in addition to gaining knowledge and understanding **about** religions.

Knowledge, learning, skills

Following the Agreed Syllabus for Religious Education means that RE makes a positive contribution to pupils' learning. Knowledge and skills developed by RE contribute to pupils' readiness to participate in life in modern, diverse Britain and in a plural world. Good RE is never coercive: this area of learning is not about making pupils into believers but tries to help them become literate and articulate about religions and beliefs, and to be thoughtful members of a plural society, so that in learning from religion they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet. As such, it is relevant to every pupil and every citizen of Leicestershire.

Every pupil in Leicestershire schools has a statutory entitlement to religious education. This entitlement is for all pupils regardless of their faith or belief. Living in and growing up in the world of the 21st century will challenge all young people. It will raise questions of spirituality and identity as well as questions of morality, such as poverty, discrimination and the use of limited resources as well as raising ethical questions about human reproduction, racial and religious prejudice and the role of politics in everyday life.

Religious Education in Leicestershire schools contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Curriculum Framework

Langmoor follow the '**Agreed Syllabus for Religious Education 2016-2021** Leicestershire SACRE'. This syllabus makes space for all pupils to explore their own beliefs, values and traditions, and those of others, in engaged and engaging ways. RE taught using the new RE Agreed Syllabus aims to support children to develop positive attitudes of respect towards people from all religions and worldviews.

This new RE Syllabus for Leicestershire pupils establishes what shall be taught in RE in Leicestershire schools providing teachers with practical support and guidance about how to teach RE effectively.

Actively promoting values, including British Values

- ❖ We want learners to understand religious and belief systems' commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human.
- ❖ Promoting social and ethnic harmony and awareness of British values is a moral imperative for Leicestershire schools and RE has a significant contribution to make to this. Through the exploration of multiple identities and local communities, through visits to places of worship and meeting people from religious and belief communities, and through a deepening understanding of beliefs and practices, our aim is for young people to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration. Pupils will explore British values in relation to religions and beliefs.
- ❖ It is the intention of the ASC that this syllabus will ask more of schools in relation to the social and political dimensions of religion. Religion has a major position in public life so it is crucial that young people are educated to understand and to engage critically with religions and beliefs, and their representation in the media.
- ❖ Breadth and balance are essential in RE, as in the whole curriculum. There are greater possibilities in this syllabus and its accompanying materials for creative cross-curricular development, as well as for high standards within RE when taught as a discrete subject. Schools can, within the statutory requirements of this syllabus, construct a curriculum that is appropriate to the needs, ages and ability of their learners.
- ❖ We want to encourage teachers to bring academic rigour into the study of religion and beliefs. They are complex and controversial, they demand multi-disciplinary study and they require understanding of difficult language and concepts. Such learning is rewarding at all levels. But this is not just a dispassionate approach to study. Both teachers and learners can develop personally through learning about and from religion and beliefs, challenging preconceptions, asking for justification of opinions, re-assessing their own stance on issues and recognising that the world is vast, fascinating and a source of deep enrichment for us all.
- ❖ We want RE in Leicestershire schools to be challenging, inspiring and fun.
- ❖ We want pupils to develop their levels of religious literacy and conceptual understanding.
- ❖ We want them to be able to articulate, with confidence, their ideas about religion, beliefs and spirituality – and then to change their minds, if they choose to do so.
- ❖ We want them to be able to reflect on some of the fundamental questions about being human and to be open to change, appreciation and challenge.

- ❖ RE can be an exciting subject which makes an inestimable contribution to learners' lives and therefore to their communities and to society. We hope that this new syllabus, and its accompanying support materials, will help teachers to fulfil their pupils' potential.

RE and the National Curriculum

The 2016 Leicestershire RE Agreed Syllabus follows the structure of the DfE's National Curriculum (2013), so that RE has subject documentation which parallels the subjects of the National Curriculum. RE is described in terms of purpose, aims and programs of study for each age group.

Children in Key Stage 1 should receive 36 hours teaching of R.E. per year and children in Key Stage 2 should receive 45 hours per year (approximately). The Foundation Stage pupils are taught R.E. within the Personal, Social and Emotional Development strand of the Early Learning Goals. It is expected that much of the teaching of religious education is linked to other curriculum areas; in particular, PSHCE and SMSC, as well as through assemblies where we have Guest Speakers, R-Time and current affairs which arise.

Areas of learning

- Believing
(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- Expressing
(Religious and spiritual forms of expression; questions about identity and diversity)
- Living
(Religious practices and ways of living; questions about values and commitments)

Assessment

Assessments are used to inform teaching in a continuous cycle of planning. Short term assessments are made at the end of each lesson to check pupils' understanding and to help with adjusting planning where necessary. Regular unit assessments are undertaken using the given assessment criteria for each individual unit, a child's outcome will be emerging, expected or exceeding. This information is then passed onto the next teacher, and will follow children throughout their time at Langmoor. Overall progress made is monitored by the co-ordinator and individual children in each year will be tracked across the ability range.

Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development. At Langmoor Primary we encompass all religious celebrations into collective worship times with broad themes throughout the year.

Aims for the School:

Collective Worship contributes significantly to the ethos of Langmoor Primary School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

At Langmoor, we offer pupils the opportunity for Collective Worship during our whole school assembly on Fridays and for KS1 pupils during Wednesdays Key Stage assembly and a whole school singing celebration on a Thursday.

Information and Communication Technology

ICT will be used when it appears to be the most efficient and effective way of meeting the lesson objectives. It will be used in various ways to support teaching and motivate children's learning, such as stories, PowerPoint, games, songs, real life clips and activities.

Differentiation

Teachers will ensure that pupils who have Special Educational Needs have equal access to religious education. This will be developed through supporting them with differentiated activities, a range of teaching styles and appropriate resources. More Able children will be given opportunities to broaden their understanding, and undertake independent study and investigations.

Management of Religious Education

The Role of the Co-ordinator

The co-ordinator for religious education will:

- Ensure teachers are familiar with the school's curriculum framework for teaching religious education;
- Manage the allocated budget for religious education, and ensure staff are adequately resourced;
- Ensure availability of and familiarity with the Leicestershire Agreed Syllabus for Religious Education;
- Prepare, organise and lead INSET as required, with the support of the Headteacher;
- Observe colleagues in each key stage once during each academic year, and make recommendations about development needs accordingly;
- Liaise with other co-ordinators within the Oadby family of schools;
- Monitor agreed aspects of standards in religious education regularly, through work sampling, observations and scrutiny of planning;
- Discuss regularly with the Headteacher and curriculum governor the progress of implementing the policy, and issues regarding standards.
- Ensure that religious education is given status in the schools development plan;
- Where possible support INSET and courses for staff as needed.

Updated on: **September 2016**

Written By: **Co-Ordinator - Kim Mayer-Gibb**

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