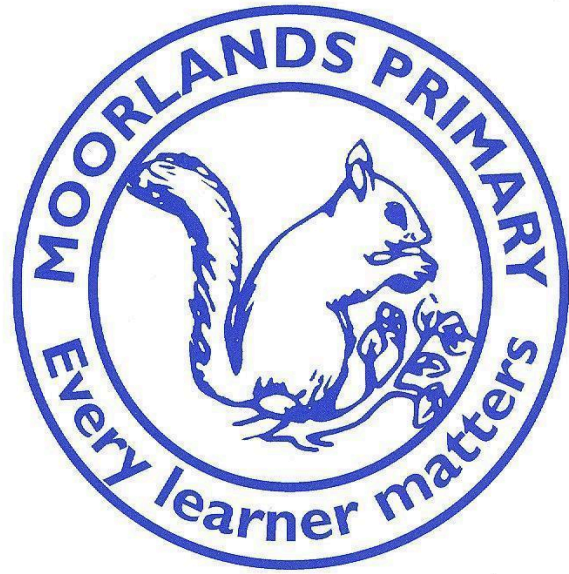


Academic Year 2024/25

**Religious
Education Policy**



Signed by Head Teacher _____

Signed by Chair of Governors _____

MOORLANDS PRIMARY SCHOOL.
Religious Education Policy

POLICY REVIEWED: September 2024

1. Legal Requirements:

- ❖ Schools have to provide RE for all pupils from Foundation Stage through to Year 6. The Hampshire Agreed Syllabus 2021 is the legal document to which our RE plans must adhere. The Hampshire Agreed Syllabus reflects the requirements in the Education Acts of 1996, 1998 and 2002. An Agreed Syllabus must 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 principal religions represented in Great Britain. Children and young people also need to be equipped to handle increasingly complex and important questions about meaning and identity and how we can live together in a multi-cultural and multi-faith/belief society.
- ❖ The agreed Local Syllabus for Southampton is **Living Difference**, from which Moorlands RE provision is derived.

2. Equal Opportunities

- ❖ All children regardless of SEN, sensory/ physical impairment, level of ability, cultural background or beliefs will be fully included. All children are entitled to access RE provision within school that promotes a balanced view of a multicultural society, promotes tolerance and British Values. All children have spirituality regardless of race and beliefs. They have an entitlement to be allowed to explore and express this.

3. Right to withdraw

- ❖ The DFE non-statutory Guidance 2010 states that parents have the right to withdraw their child from the teaching of Religious Education. It states:

“Schools should ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. They should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.”

- ❖ Moorlands staff will work closely with families where the choice to withdraw from Religious Education is made to ensure that they make a well informed decision. If pupils are withdrawn from RE, the school will have a duty to supervise them, though not provide additional teaching or incur extra cost as a result. Parents will need to apply in writing to the Governing Body to request the withdrawal of their child from Religious Education.

4. School Context

- ❖ RE is taught as in other curriculum areas, by starting from Pupil's own life experiences and relating these to similar or different experiences of other people in the local community and wider national and international community.
- ❖ Religious representation at Moorlands Primary School (2024) is currently:

	Children (345 Y1-6 on roll at the time of the review)	%
Christian	105	30%
Roman Catholic	5	1.4%
Muslim	12	3.47%
Sikh	2	0.5%
Hindu	2	0.5%
Buddhist	1	0.2%
Other	2	0.5%
No Religion	219	63%

- ❖ Staff may have their own religious beliefs/faith and may show this through the wearing of religious or spiritual symbols. However, the teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Christians go to church on Sundays'.

5. Aims: the way the philosophy will be put into practice.

- ❖ Pupils should **Explore** meaning, **Express** meaning, and **begin** to develop some knowledge and understanding of religious traditions, faiths and cultures.
- ❖ In summary as outlined in DFE guidance, religious education for children and young people:
 - ✓ **provokes challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
 - ✓ **encourages pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
 - ✓ **enables pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society

- ✓ **teaches pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- ✓ **prompts pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

6. Objectives: the specific things that will be taught.

- ❖ Pupils will explore a variety of stories of an evocative nature to share their own ideas, thoughts, feelings and opinions
- ❖ Christianity, Hindu Faith, Sikhi Faith and Jewish Faith are the religions studied at Moorlands, although we are responsive to our children, local community and where appropriate a secular world view.
 - ✓ **Foundation stage and Key Stage One:** Christianity and Hinduism, plus religions relevant to the class or school as appropriate (ie wider religious festivals)
 - ✓ **Key Stage Two:** Christianity and Sikhism (lower KS2) and Christianity and Judaism(upper KS2), plus religions relevant to the class or school as appropriate (ie wider religious festivals). We are in the process of changing over to Islam in upper KS2 to reflect our school and wider community.
- ❖ Our teaching of RE allows children to learn about religious traditions and reflect on what the ideas and concepts mean to them. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. We build on children’s own experiences, for example of religious festivals such as Eid, Hanukkah and Christmas. As a school, we celebrate traditions from some of our represented and non-represented faiths.
- ❖ We are developing visits to local places of worship and invite representatives of religious groups to come into school. We watch DVDs, share stories and study artefacts to learn about religion from a range of sources. Children have the opportunity to respond to material in a variety of ways: these include through story, poems, art work, design and technology, drama, discussion and music. Pupils will develop an awareness of the importance of Festivals and celebrations with in their own lives and those of others.

7. Timetable for Religious Education:

- ❖ It is recommended that the following minimum hours should be devoted to religious education, and the programmes of study in Living Difference have been designed with these time recommendations in mind:
 - ✓ **Reception:** approximately 36 hours per year
 - ✓ **Key Stage 1:** 36 hours per year
 - ✓ **Key Stage 2:** 45 hours per year

- ❖ In Reception, KS1 and KS2 RE may be taught either discreetly or as part of a cross-curricular approach e.g. through PSHE, history, geography, art or as part of a focus day or period of time e.g. Christmas and Easter.

NB- Collective worship is not part of the taught day and cannot be considered as part of the recommended time for teaching the Agreed Syllabus. It can however be used to enhance the RE curriculum.

8. Teaching and Learning of Religious Education

Living Difference Concepts:

- ❖ Living Difference divides concepts into three broad groups. Each group contains individual concepts of greater and lesser complexity. At different key stages students are progressively introduced to different groups of concepts, as follows:
 - ✓ **A concepts** that are common to all human experience
 - ✓ **B concepts** that are shared by many religions and are used in the study of religion
 - ✓ **C concepts** that are specific to particular religions
- ❖ These concepts are introduced, taught and developed through a range of enquiry skills, as follows:

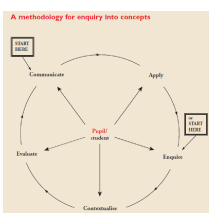
COMMUNICATE their own responses

APPLY their own beliefs and values to situations in their own lives.

ENQUIRE into Religious Concepts

CONTEXTUALIZE concepts within religious beliefs and practices

EVALUATE the worth and purpose of religious concepts and practices



(See Living difference Documentation for further information regarding these)

9. Planning and assessment: how the aims will be achieved.

- ❖ Planning is developed from the agreed L.A. Syllabus for R.E. “Living difference” documentation.
- ❖ Concepts and key skills are taught progressively as set out in Moorlands Scheme for R.E. medium term plans and should build on previous and current experiences.
- ❖ Links are made with other areas of the curriculum where possible. Sessions can be taught discreetly, directly linked to topics or ‘blocked’ for deep emersion in the concept.
- ❖ RE contributes significantly to other areas of the curriculum. It contributes to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. In addition, some of the texts selected for use in Literacy may have religious themes or content.
- ❖ There are strong links between RE and PSHE. In RE, children are taught about the values and moral beliefs which underpin individual choices of behaviour. We also promote the

values and attitudes required for citizenship by teaching respect for others and the need for personal responsibility.

- ❖ Where appropriate, ICT is used in RE. For example, children may use ICT to locate information or to present their work. RE is often taught through Art or DT and may also be linked to other subjects such as Music.

10. Teaching: Strategies include-:

- ✓ Discussions, recordings, drama.
- ✓ Resources—books, artefacts, audio/visual display including the use of I.T. as appropriate. All materials are to be regularly audited and handled with care and respect.
- ✓ Use of visitors and visits.
- ✓ Questioning, explaining, listening, valuing, demonstrating.

11. Assessment:

- ❖ Assessment for learning should be measured against the key skills and milestones for each year group / phase. These should be developed through each year and built upon for the children to be secure in their skills, moving into depth and mastery where possible, over a sustained period of time.
- ❖ A variety of AFL strategies should be used as identified in the whole school assessment policy and procedures.

12. Monitoring: how progress through the subject scheme of work will be assured.

At Moorlands, all teachers are responsible for the teaching of the RE curriculum. The provision for RE is overseen by Miss S Roughton / Miss M Stevens. The subject leaders will;-

- ✓ Provide support, advice and resources to members of staff.
- ✓ Monitor the teaching of RE and outcomes for all children, revising policies and supporting staff with planning of RE where necessary.
- ✓ Monitor the teaching of RE across the school highlighting the continuity and progression of the areas taught across the school.
- ✓ Attend relevant training and support staff through relevant INSET sessions.
- ✓ Monitor the use and need of resources throughout the school.
- ✓ Talk to children.
- ✓ Monitor planning and displays
- ✓ The result of any monitoring will be discussed with the Headteacher and any actions resulting from this should be acted upon within a given time frame.
- ✓ The Governing Body have a duty to ensure that RE provision fulfils statutory requirements and they will be reported to accordingly on an annual basis by the subject lead.

13. Sources consulted in the development of this policy:

- ❖ Existing Moorlands R.E. Policy.
- ❖ National Curriculum 2016
- ❖ Living difference-agreed syllabus for Southampton and Hampshire
- ❖ Non-statutory Guidance for the Teaching of Religious Education 2010 (DFE)
- ❖ Education Act 1996
- ❖ Moorlands whole School Policy for Teaching and Learning.