Broom Barns

Primary School

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Religious Education Policy

Subject Leader	Louise Hogan
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Overview

Religious Education (RE) is taught across the whole school. It is taught both discreetly and where suitable, with a cross curricular approach. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils.

RE is a compulsory subject and forms part of the National Curriculum (NC). Broom Barns follows the Hertfordshire Locally Agreed Syllabus of Religious Education with teachers using the 'Religion for Today and Tomorrow' document to aid their planning and teaching.

Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the class teacher to discuss their concerns.

Our aims

At Broom Barns Primary school, we aim to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

Sources of wisdom from religions and worldviews and their impact
All pupils should:
• know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
• express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally
• recognise and explore similarities and differences which exist within and between religious and non-religious worldviews.

Personal and critical responses to religion and worldviews
All pupils should:
• express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into and responding to spiritual, philosophical, moral and ethical issues
• engage with the questions and responses offered by religions and worldviews concerning ultimate questions and human responsibility
• develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion.

Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all

religious beliefs and teachers must remain mindful of the PREVENT and British Values Policy throughout their planned approach to teaching RE.

Right to Withdraw

We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents' beliefs and values.

Teaching of RE

Class teachers are responsible for ensuring they teach the minimum content and time requirements of RE across the school year:

- EYFS –RE delivered flexibly according to the statutory requirements of the EYFS Framework and to help meet the Early Learning Goals
- KS1 – 30 hours per year
- KS2 – 39 hours per year

The programmes of study set out eight Key Areas which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. Developing religious, theological and philosophical literacy through religions and worldviews permeates all Key Areas of the programmes of study.

- Beliefs and practices
- Symbols and actions
- Prayers, worship and reflection
- Identify and belonging
- Ultimate questions
- Human responsibility and values
- Justice and fairness

The following religions are covered:

- EYFS – encounter Christianity and other religions
- KS1 – Christianity and one other
- KS2 – Christianity and 3 others (LKS2 Islam, Hinduism or Sikhism, UKS2 Judaism, Buddhism

Teachers use the “Exploring Religion and Worldviews: non-statutory guidance supporting the Hertfordshire Agreed Syllabus of Religious Education in Primary Schools” to support short term planning. This is an enquiry model designed to promote a questions based curriculum.

Teachers use formative assessment to support and challenge children. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing. Through discussion with pupils, group activities, marking and feedback, observing, and asking and answering questions teachers are continually finding out about their pupils’ achievements. This information is then recorded against expected learning outcomes in line with other areas of the curriculum. As a staff we have undertaken moderation exercises to ensure that we are familiar with the requirements and what they mean in the context of a pupil’s work.

Monitoring and Review

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The RE Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.
Through monitoring the coordinator will:
• Ensure that there is clear progression throughout the school
• Analyse assessment data and pupil progress
• Identify any training needs and offer extra support and guidance to staff when it is appropriate
• Ensure that there are suitable resources to help with the teaching and learning of RE