



Stoke Prior First School

Religious Education

Aims and objectives

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked. At Stoke Prior, we develop the children's knowledge and understanding of some of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We encourage pupils to treat the religious beliefs of all with respect and courtesy with the aim of creating a harmonious, just and equitable society. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

Our objectives in the teaching of RE are, for all of our children:

- Develop a knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain – developing a positive attitude towards people who hold beliefs different from theirs;
- Gain an understanding of the ways in which beliefs influence individuals, societies, communities and cultures in a global community;
- Acquire a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth- discovering opportunities for personal reflection and spiritual development;
- Reflect upon their pursuit of a set of moral values which will be a guide to their behaviour;
- Consider how their own experiences can contribute to reflection on the fundamental questions of human existence;
- Acquire investigative and research skills in order for them to make reasoned judgements about religious issues;
- Develop and apply their cross-curricular skills to the study of religious beliefs and practices;
- Promote a willingness to challenge religious, racial and cultural stereotyping and prejudice;
- Encourage, support and promote good relationships within and between families, communities and religions.

The legal position of religious education

Our RE curriculum meets the requirements of the The Education Act (1996), the School Framework Act(1998 and the Education Act (2002). Religious education is compulsory for all children, including those in the reception class who are less than five years old, although parents and carers may withdraw their child if they so wish, although only after they have given written notice to the school governors. Teachers may refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. Our school RE curriculum is based on the LA's Agreed Syllabus, meeting the requirements set out in that document.

Teaching and learning style

We want our children to learn about religious traditions and then to reflect on what the ideas and concepts mean to them. We encourage our children to develop their own sense of values, and spiritual growth as well as deepen their understanding and respect for followers of different faiths. Children's learning builds from their own experiences and extends to their knowledge and understanding through asking questions, visits, visitors and handling artefacts examining artwork. The celebration of festivals from many traditions is vital in developing religious concepts. Regular visits to the local church and other places of worship.

We allow for differentiation by:

- setting tasks which are open-ended and can have a variety of responses;
- using peer support;
- grouping children by attainment in the room, and setting different tasks for each attainment group;
- providing resources of different complexities, matched to the ability of the child;
- setting tasks of different complexity.

RE curriculum planning

RE must be taught in all maintained schools as detailed in the National Curriculum. We plan our RE curriculum in accordance with the LA's Agreed Syllabus. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). Long-term plans in the form of curriculum maps are issued to parents each term. Medium term plans give more detail of each unit of work for each term. Short term plans for each lesson lists the specific learning objectives and expected out-comes. We teach the knowledge, skills and concepts which are linked to ensure the process of the subject.

Links with other areas of the curriculum

- **English:** Development of reading, writing, reasoning, speaking and listening skills
- **Mathematics:** pattern
- **Personal, social and health education (PSHE):** Development of self-confidence; values and moral beliefs; understanding and respect for others, the need for personal responsibility; promotion of tolerance and understanding of difference.
- **Spiritual, moral, social and cultural development:** Provide opportunities to discuss:- moral questions; questions concerning the meaning and purpose of life; difference between right and wrong. Development of a sense of identity in a multi-cultural society; knowledge and understanding of the cultural context of their own lives.
- **Computing:** Word-processing, finding information on the Internet, presenting information through PowerPoint.

RE and inclusion

At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs via differentiation. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Assessment for learning

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and at the end of each term when a particular skill is completed. . Learning

objectives and outcomes are shared with the children and regular feedback is given so that the children know how well they are doing. Children are also encouraged to make judgements about how they can improve their own work.

Resources

We have built up a good range of resources to support the teaching of all RE. Artefacts, videos and some books. The library contains books of stories from different faiths and following a faith from a child's point of view. All classes have access to the internet to support children's individual research.

Monitoring and review

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which she evaluates the strengths and weaknesses in RE and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe RE lessons across the school.

PERSON(S) RESPONSIBLE:	H Mather
DATE POLICY AGREED:	January 2024
TO BE REVIEWED BY:	January 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)