



## Binsted CE Primary School



At Binsted we believe in the Christian values of Faith, Hope & Love.

## Religious Education Policy

### Introduction

The Religious Education curriculum at Binsted CE Primary School is planned and delivered in accordance with the demands of the 1996 Education Act by following "Living Difference 3," the 'Agreed Syllabus for Religious Education in Hampshire Schools 2016 revised' in Key Stage 1 and 2 and Early Learning Goals in the Foundation Stage and also "Understanding Christianity," a syllabus produced by the Church of England.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values and philosophy of the school.

The school strives to deliver an exciting and varied curriculum. This is underpinned by our vision values "Faith, Hope and Love" and encompasses all aspects of teaching and learning in school but particularly focuses on PSHE, RE and Collective Worship through the development of 'living and learning' skills. The Values education is underpinned by RE and all the values are relevant to the subject in some way, however the following values are particularly relevant: Love, Hope and Faith (as laid out in our Vision. We aim for our values to show through everything that is said and done in school by all members of our school community. We use Heart Smart, which is a Personal, Social and Emotional resource to support our values.

### Aim:

To enable pupils to:

- Appreciate the distinctive nature of religion and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life
- Develop knowledge and understanding of Christianity, and of the other principal religions represented in Great Britain, both through their history and their contemporary expression
- Develop interest in and enthusiasm for the study of religion and enhance their own spiritual, moral, social and cultural education
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues
- Recognise the influence of beliefs, values and traditions on the individual, on culture and on community life

## **Philosophy**

At Binsted CE Primary School, the teaching of Religious Education is approached according to the following principles:

- No presumptions are made as to the religious backgrounds, beliefs and values of the children and the staff.
- We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.
- All religions and their communities are treated with respect and sensitivity and we value the links, which exist and can be made between home, school and a faith community.
- We acknowledge that each religion studied can contribute to the education of all our pupils.
- We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.
- The syllabus is implemented in school by means of a highly sensory approach, where children may look at and handle religious artefacts, hear religious music or taste food from a religious tradition.
- Teaching reflects the needs and concerns of the local area, but also helps to prepare our pupils for citizenship in the world of today and tomorrow.
- Work in Religious Education builds on pupils' own experiences.
- Teaching of Religious Education encourages pupils to have four positive attitudes to the beliefs and values of others: self awareness, respect for all, open-mindedness and awe and wonder.

## **Withdrawal**

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. This is clearly stated in the School Prospectus. Should a parent choose to withdraw a child from Religious Education arrangements are made in consultation with the Head teacher.

## **Curriculum Organisation**

The time allocation follows the recommendations in the Hampshire Syllabus and approximately 5% of total curriculum time is assigned to the teaching of Religious Education. As a church school, our RE is taught with 2/3 of the time spent on Christianity and 1/3 other religions.

### **Legal and time requirements for RE**

Each LA has their own syllabus, in Hampshire this is called Living Difference 4.

Coverage: 50% Christianity, 50% another religion (in Church schools 66% Christianity and 33% other faiths)

1 other religion at KS1

2 other religions in KS2 (Typically 1 in lower KS2 and 1 in upper)

### **Time for RE**

It is recommended that the following minimum hours should be devoted to RE and *Living Difference IV* planning has been

designed with these time recommendations in mind:

- · Reception classes: approximately 36 hours per year
- · Key Stage 1: 36 hours per year ( 1 hour per week)
- · Key Stage 2: 45 hours per year (75 minutes per week)

As a result of the way in which the curriculum is organised, the amount of time allocated to Religious Education in any week may differ. Teaching may be provided in a block or divided up into smaller sessions. However over the whole year, class teachers endeavour to ensure that all children have equal access to the required amount of Religious Education curriculum time.

Individual class teachers deliver the curriculum. However, the right of any member of staff to withdraw from the teaching of Religious Education is recognised and respected.

### ***In Key Stage 1***

All pupils will be introduced to the study of Christianity and Hinduism delivering the curriculum in accordance with the Hampshire Living Difference 1V and Understanding Christianity schemes of work.

Key Stage One Children will concentrate mainly on concepts that are common to all human experience, starting to move onto concepts common to many religions.

### ***In Key Stage 2***

All pupils will develop further the study of Christianity, and in addition lower Key Stage Two will study Judaism and upper Key Stage Two, Islam in accordance with the Hampshire Living Difference and Understanding Christianity schemes of work. Key Stage Two children will build on the concepts started in Key Stage One and move onto concepts particular to specific religions.

The programmes of study, whether from Living Difference 3 or Understanding Christianity will be delivered by means of direct teaching to the class or small groups: by providing direct hands-on experience with RE resources, such as photographs or artefacts; by teacher-prepared materials such as worksheets; through stories, poetry, drama as well as through visits to faith communities.

Learning experiences allow for the development of the following skills of enquiry:

Communicate  
Apply  
Enquire  
Contextualise  
Evaluate

## **Links with other Subjects**

Religious Education has links with other areas of the curriculum including English, History, Drama, dance and Art. It also influences the structure of Collective Worship, which follows the Values for Life scheme. While it is seen as being distinct from Religious Education there are certain links, which can be identified. For example, time is given for members of the school community to reflect, there are opportunities for spiritual development or a particular theme may be developed. We invite visiting speakers to our assemblies on a regular basis.

Religious Education also provides opportunities for teaching the cross-curricular dimensions of Equal Opportunities and Personal and Social Education.

## **Foundation Stage**

Children will be taught according to the Early Learning Goals and within the guidance of "Living Difference 1V" and "Understanding Christianity." However, as the FS children are part of a mixed Reception/year 1 class, there is some overlap with the Key Stage One Curriculum.

## **Resources**

All pupils are encouraged to care for and respect resources in school. All teachers should act as role models maintaining resources in an orderly fashion. Children are also encouraged to treat artefacts and items from specific religions with respect and care.

## **Progression**

The importance of building on pupils' previous achievement is recognised in teachers' assessment and monitored through whole school planning and evaluation.

## **Differentiation**

This is achieved through the use of appropriate resources and by carefully planned tasks, which differentiate either through task or by outcome in order for each pupil to reach their full potential. Teachers' expectations and amount of input and support vary according to the different needs of the pupils.

## **Equal Opportunities**

Teachers work within the school's equal opportunities policy. Published materials are selected to ensure a balanced representation.

## **Assessment, Recording and Reporting**

Assessment and evaluation is carried out by teachers monitoring a child's progress. On going teacher assessment informs future planning. Significant achievements and areas of difficulty are recorded on teacher's planning sheet.

Summative assessment is carried out at the end of each half term using the schools assessment system and then used to inform the pupil's annual report during the summer term.

Assessment of R.E is monitored not only through knowledge and understanding but also through the key skills that are being focused on in the various units of work.

**The Religious Education Subject leader will**

- Ensure that, within the constraints of the budget and in consultation with the head teacher, sufficient resources are available to deliver the RE curriculum.
- Assist individual teachers with planning, classroom support and specialist knowledge as appropriate.
- Ensure that the school develops a range of teacher reference materials.
- Ensure that all resources and materials are stored appropriately and audited annually.
- Keep up to date with curriculum changes.
- Aid in the organisation of trips or visitors to the school to enhance the teaching or RE

**Responsibility for Document:**

HT/Subject Leader

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