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CLIFTON COMMUNITY PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

'Enjoy and Achieve Together'

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2			
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CLIFTON PRIMARY SCHOOL

CURRICULUM POLICY FOR Religious Education

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School we believe it is important that:

- Children are given the opportunity to explore and understand Britain as a multicultural society.
- To provide a safe learning environment where children can explore, debate and respond to key questions and issues with regard and respect to all faiths, race and cultures.
- RE is about giving children the tools to develop their ideas and ways of working that enable them to understand the world through questioning with independence, resilience and enjoyment.
- A broad and balanced RE education is the entitlement of all children, regardless of ethnic, origin, gender, class, aptitude or disability.

Intent – what we will do

At Clifton Primary School we believe it is important that children are given the opportunity to explore and understand the world in which they live. We provide children with the opportunity to experience and explore a range of religions, cultures and world views to allow children to develop their ideas, values and identities, whilst respecting the right for others to differ, to tackle misunderstandings, stereotyping and divisions so that they can articulate their personal beliefs. Children will become developed in Religious Literacy whilst also becoming critical thinkers, to challenge and reflect upon the significant human questions alongside developing their spirituality and upholding the fundamental British Values of Tolerance towards other faiths, beliefs and cultures. Through the teaching of RE we also aim to promote the moral and cultural development of all pupils. The RE syllabus that we are currently following is the 'Salford Agreed Syllabus for Religious Education'.

Knowledge

Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. The principal aim of RE in the Salford syllabus is:

'To engage pupils in systematic enquiry into the big questions about life, in order to find out what people and what difference this makes to how they live, so that pupils can make sense of religion and worldviews and reflect on their own ideas and ways of living.'

We want our children to:

- Know and understand a range of religious and non-religious worldviews to be able to recognise the diversity that exists within their local community.
- To appreciate the importance and impact of different ways of life and expression of meaning to promote social and ethnic harmony.
- To be able to express their own ideas and insights, personal reflections and critical responses to questions posed.
- To be able to share, using reasoned arguments, their ideas and beliefs about how beliefs, practices and forms of expression can impact individuals and the wider community.



Skills:

We want our children to:

- Develop their levels of religious literacy and conceptual understandings
- To be able to articulate, with confidence, their ideas about religion, beliefs and spirituality – and then change their minds if they choose to do so.
- To engage critically with religions and beliefs, and their representation in the media.
- To develop a sound knowledge for the following major religions: Christianity, Islam, Hinduism, Judaism, as well as Humanists who follow no religion.
- To reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

School leaders' responsibilities

It is the head teacher's duty to ensure that:

- RE is provided in accordance with this Agreed Syllabus for all registered pupils at the school;
- Parents receive an annual written report on their child(ren)'s progress in RE;
- Requests from parents for the withdrawal of their child(ren) from RE are responded to, and alternative arrangements made, so long as it does not incur any additional cost to the school or the local authority.

The governing body is responsible for ensuring that:

- RE is included in the curriculum;
- Sufficient time and resources are devoted to RE to enable the school to meet its legal obligations and to deliver an RE curriculum of quality.

Implementation – how we will do it

We aim to:

- To bring academic rigour into the study of religion and beliefs ensuring that we cover the three main strands of learning in RE – **Believing, Expressing and Living.**
- For teachers and learners to develop personally through RE, challenging preconceptions, asking for justification of opinions, re-assessing their own stance on issues and recognising the vast, fascinating and challenging nature of religious study.
- For teachers to fulfil their pupils' potential.
- To make clear links between RE and SMSC.
- **To encourage pupils to apply their learning to living to be able to make connections between the ideas studies, with the world around them.**

How RE is structured, at Clifton, is that we will pose different questions through topics and teach lessons one hour a week. We ensure children are exposed to many different religions and thoughts throughout their time at school.

The teaching of Religious Education in EYFS:

Children will encounter religious and non-religious worldviews through special people, books, times, places and objects.. Children will be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression through play-based experiences, including outdoor play, and listening and talking about stories. They will ask questions and reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. We teach RE to all children in the school, including those in



reception class. In reception class, RE is an integral part of the topic work covered during the year. Links to other areas of the curriculum can enhance their understanding of RE.

The teaching of Religious Education in Key Stage 1 and Key Stage 2

Teaching and learning time: 1 hour a week

In KS1 and KS2 children are given the opportunity to be curious, to ask questions and to experience and observe different religions in the world around them. We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and world views and to reflect on what the religious ideas, world views and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

In KS1 and KS2 the curriculum overviews are available on a shared file. In addition to the knowledge and understanding aspects of the National Curriculum, emphasis needs to be put on the links to spiritual, moral, social and cultural development (SMSC).

SMSC

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Impact - what we can do now:

Assessment and recording:

- Scrutiny of children's work
- Teacher assessments made against the End of Unit Outcomes in the Agreed Syllabus at the end of each unit and recorded on Insight Tracking*. An overall assessment at the end of the year against the National Curriculum objectives and End of Key stage Outcomes in the Agreed Syllabus.
- Photographic evidence
- Pupil voice
- Regular lesson observation
- Learning walks - Learning which is displayed on the working wall
- Reports to parents are written once a year, describing each child's attitude and attainment in RE.
- The learning objective for the lesson is always shared with the children. However, this may not always be at the beginning of the lesson. For example, if the enquiry leads the children to discovering the learning objective for themselves.

Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve on for next time. Challenges and fix-its are given



appropriately to improve their RE knowledge. Opportunities for self-generated questions are sought and children encouraged to seek the answers.

EYFS knowledge and understanding of the world may be evidenced using photographs of the children working scientifically. Any oral evidence can be recorded by teachers during their observations.

* 1=Exceeding, 2= Expected, 3= Emerging.

Safeguarding, Inclusion and Equal Opportunities:

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At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including RE which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

Protected Characteristics

In adherence to the Equality Act 2010 the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

Withdrawal from RE Learning

Parents may request that their child is withdrawn from R.E. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at Clifton Primary School and in RE lessons.

Review:



This policy will be reviewed annually by the RE curriculum leader.