



Kingfisher Primary
RE Policy
September 2024

Kingfisher Primary

Religious Education Policy

Context

- Kingfisher Primary is a large primary school, serving children in the age range of 3 -11 years.
- We deliver Religious Education (RE) in line with the Astrea Agreed Syllabus
- Kingfisher Primary recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At Kingfisher Primary we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at Kingfisher Primary we meet legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6, but does not include children in nursery classes. However, at Kingfisher Primary, pupils in nursery also take part in RE.
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with Astrea Agreed Syllabus

Aims

Our aims of RE are that pupils will:

- A Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- B Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion or a worldview.
- C Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Place in the curriculum

The National Curriculum states the legal requirement that:

All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their curriculum by subject and academic year online.

(DfE, The National Curriculum in England: Framework Document, July 2013, p.4)

The *Curriculum Framework for RE (2013)* is the latest in a chain of documents to recognise RE as a core subject and it is regarded as such at Kingfisher Primary.

We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE. On occasions when strong cross-curricular links cannot be forged with other subjects, RE is taught as a discrete subject.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

In order to maximise the impact of RE sessions and pupils' progress in this subject, we teach through RE days and in designated regular RE lessons at Kingfisher Primary

Timing

The RE syllabus that we follow recommends that RE should be taught for ... in the Early Years Foundation Stage (EYFS), ... in Key Stage 1 (KS1) and ... in Key Stage 2 (KS2). At Kingfisher Primary, RE is therefore taught for:

36 hours per year in Reception

36 hours per year in KS1

45 hours per year in KS2.

Learning and teaching in RE

A wide range of imaginative teaching methods and pupil groupings should be used in effective RE sessions. (*Schools should outline methods that they use.*)

Kingfisher primary recognises that 'enquiry' can be instrumental to good learning in RE as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. Kingfisher Primary caters for this by having a visit to a place of worship in each year group/key stage and inviting visitors from faith communities into RE lessons.

It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

Religions and worldviews

Kingfisher Primary has followed the *recommendations/instructions* of the Astrea Agreed Syllabus for RE and has selected the following religions and worldviews for focused study in each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

Reception: Christians and thematic

KS1: Christians, Jews, Muslims and thematic

KS2: Christianity, Jews, Muslims, Hindus and thematic (including worldviews)

Planning

Kingfisher Primary uses the Astrea Agreed Syllabus to form the basis of its schemes of work. In accordance with this syllabus, pupils will study the following questions/units at each key stage:

6 in Reception

12 in KS1

24 in KS2

All aims of RE are planned for throughout the units of work.

If teachers feel the need to develop their subject knowledge in order to teach these units, they can do so in a number of ways. For example: reading the information sheets created by the Subject Specialist through the NATRE Website, discussion with the Subject Leader and personal research. Additionally, the Subject Leader provides Continuing Professional Development (CPD) sessions for all members of staff based on a teacher knowledge and confidence audit that is carried out every two years.

Inclusion

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Assessment

We plan for pupils to make progress across all aims of RE and measure pupils' achievements by ...

Pupils' attainment in RE throughout the school will be tracked by the Subject Leader in order to ensure that RE provision in Kingfisher Primary is successful.

As required by law, we report pupils' attainment in RE in written form to parents once a year.

Resources

Resources are stored in a central electronic file accessible to all staff and through the NATRE website login.

Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress.

Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at Kingfisher Primary This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning
- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.