

Danson Primary School



Religious Education Policy

Nurture-Believe-Inspire Achieve

Danson Primary School

Religious Education (RE) Policy

Aim:

At Danson Primary School our RE planning and teaching are taken from the Bexley Agreed Syllabus for Religious Education 2021-2026. Through our teaching of RE we hope to educate children into being interested in the beliefs, cultures, faiths and practices of others and to be curious about, tolerant of and accepting of others' beliefs , cultures , faiths and practices.

The Agreed Syllabus for Bexley states that: 'The principal aim of Religious Education is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.' This aim will permeate and underpin all of the Religious Education teaching and learning at Danson Primary School.

The study units are organised into three strands, which are Believing, Expressing and Living, and each study unit has a key question which will be explored in depth during the teaching and learning of it. All year groups at Danson will explore four key questions and a spiral curriculum approach will be used, across the Key Stages, to enable pupils to revisit concepts, acquire deeper understanding and facilitate the embedding and consolidation of knowledge.

Aspects of Christianity, Judaism, Hinduism, Islam and Non-Religious/worldviews will be explored in depth during the study units. Other religions can/may be looked at during thematic units alongside these.

The teaching of RE seeks both to impart knowledge and to develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. RE teaching specifically draws on the following:

- Visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith.
- Role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters.
- Artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge
- Parents; by valuing the family backgrounds of the children and making them part of the school community

Objectives from the Bexley Agreed Syllabus:

- To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Bexley, promoting harmony and good community relationships.

- To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person with religious or non-religious beliefs and ways of living.
- To facilitate pupils' articulation of their own ideas and experience of religion, belief and spirituality.
- To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- To support teachers by enabling them to deliver RE with academic rigour, multidisciplinary approaches and a variety of resources.
- To assist pupils to engage critically with ideas and understanding of religion and worldviews. RE studies how religion and worldviews shape and are shaped by the societies in which we live, promoting deepening understanding of those belief systems.
- To promote interactive, creative and experiential learning that promotes community cohesion and supports fundamental British values.
- To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this, to encourage pupils to explore questions of spirituality, identity, ethics, meaning and purpose.

Planning:

At Danson Primary School, we follow the 'Bexley Agreed Syllabus to teach the objectives from the National Curriculum. We use this scheme and make it bespoke to the children, relating to their interests. A broad range of skills are taught throughout each year group which allow progression of skills and knowledge to be built upon over time. The materials provided make suggestions for how long to teach objectives and with which resources; however, we adapt the materials to meet the needs of all learners here at Danson Primary School.

The coverage and units of work for each year group are specified but teachers can use their own imagination and creativity to produce exciting and stimulating lessons within the framework. In line with the requirements of the Agreed Syllabus 5% of curriculum time will be allocated to the teaching of RE. This equates to 36 hours in KS1 and 45 hours in KS2 per year. (1 hour in KS1 and 1 hour 25 mins in KS2 per week).

Progression:

The teaching and learning in Religious Education at Danson aims to make children more culturally aware of others' ways of life and beliefs, which may be different from their own, and, in turn, will prepare them for living in the culturally diverse society that exists now and in their future and will enable them to be both curious as well as tolerant.

The teaching of Religious Education at Danson enables children to experience first-hand and experiences and will incorporate some or all of the following:

- The use of religious artefacts
- Visits to places of worship
- Visitors to the school from different faiths
- Teaching approaches that promote Religious Education skills and a variety of ways for children to record their learning experiences.

The following skills will be promoted and developed through our teaching and learning in Religious Education:

- Investigating
- Applying
- Reflecting
- Expressing
- Analysing
- Interpreting
- Empathising
- Evaluating

In Nursery, the children celebrate festivals throughout the year and explore stories that are linked to them. Throughout the rest of the school (Reception to Year 6), the syllabus is based around a key question approach in which the key question opens up the content to be studied. Some units focus on a particular faith, such as 'What does it mean to be a Christian?', but many focus on questions which encourage children to evaluate several different faith and world view approaches, such as 'How and why do we celebrate special and sacred times?' The units are planned throughout the year groups to ensure that children revisit religions in different contexts regularly. The children are constantly encouraged to evaluate beliefs in terms of the practical difference they make to the believer, e.g. in Reception, the children are encouraged to consider 'What is special about our world and why?' and in Year 6, the children evaluate their answers to 'Is it better to express your beliefs in arts and architecture or in charity and generosity?'

Resources

Boxes containing artefacts pertaining to specific religions are stored in the Year 3 shared area with reference books for teachers and pupils to use too. Further books can be found in classrooms and the school library. Resources are regularly monitored and added to by the RE subject leader.

Recording and Assessment:

All children from Year 1 to 6 complete RE work in a specific RE book. Any evidence of discussions, drama or creative work is recorded and stored digitally. Teachers assess pupils' progress, knowledge and understanding of RE and update summative assessments in line with our assessment tracking system. The RE subject leader monitors the assessments on a termly basis.

Spiritual, moral, social and cultural development

Danson promotes a broad and balanced curriculum which prepares pupils for opportunities, experiences and responsibilities in later life. RE learning is essential to teaching pupils these skills and exploring religious beliefs and personal views in a diverse society helps individuals develop moral awareness and social understanding. RE supports Danson's duty to promote community cohesion and to challenge racism and discrimination of any kind.

Collective Worship

Collective Worship is part of our assemblies at Danson Primary School and these take a variety of forms: Whole School, Phase, Key Stage and Class. Each week has a different theme which incorporates PSHE (SCARF), Global/British Values, SMSC, RE or Danson Values. Values - themed assemblies are led by teaching staff (these will also include special days or festivals throughout the year). A visitor's assembly is led by a member of St John's Church in Welling. A weekly celebration/achievement assembly led by the Headteacher or Deputy. An end of term celebration assembly is taken by the Headteacher.

Right of Withdrawal from RE or Collective Worship

In accordance with Schedule 19 of the School Standards and Framework Act 1998, parents have the right to withdraw their child from RE without giving a reason but they need to notify the school via letter or email of this decision and the parent needs to make clear whether it is from the whole of the subject or specific parts of it and/or collective worship.

Roles and Responsibilities

All stakeholders work together to ensure the implementation of the RE Policy.

The Governing Body will:

- Ensure there is a link governor responsible for RE, who will meet regularly with the subject lead
- Ensure arrangements for teaching and learning of RE are regularly reviewed and agreed, including provision for funds for resources

The Headteacher will:

- Determine the ways RE enriches and extends the wider curriculum at Danson
- Provide a budget for RE resources, including visitors

- Work alongside the RE subject leader to support staff in the teaching and learning of the subject
- Ensure the subject leader is able to monitor RE through lesson observations, work scrutiny and pupil voice
- Report to governors about progress made in RE

The RE Subject Leader will:

- Support and motivate teachers and colleagues in the teaching and learning of RE
- Provide subject knowledge and expertise in the RE curriculum
- Promote cross-curricular links between RE and the wider curriculum
- Enrich the curriculum with activities associated with RE, such as assemblies to discuss religious festivals or celebrations related to our school-context
- Develop and monitor assessments of the subject
- Manage the provision of resources
- Keep up to date with any developments in the teaching of RE
- Monitor the quality of education of RE across school
- Contribute to staff professional development in RE
- Create, follow and evaluate an annual action plan in line with any school development priorities
- Liaise with the link governor regularly about RE updates

The Class Teacher will:

- Ensure the RE curriculum is taught in line with the programme of materials provided (Bexley Agreed Syllabus) and the national curriculum
- Record and assess pupils' work and progress in RE
- Seek professional development where necessary
- Update the RE subject leader of any issues with equipment or resources
- Work alongside the subject lead and SLT to report on children's outcomes in the subject.

Health and Safety

Issues may arise in RE with health and safety when handling artefacts, e.g. pupil getting a splinter from a wooden object. If using lighted candles ensure a bucket of sand is close by and SLT are informed. If tasting or making food for RE, letters of permission must be sent home to parents and food hygiene rules followed at all times. Risk assessments will be carried out for visiting places of worship and safeguarding procedures will be followed for visitors.

Policy Owner	RE Subject Leader
Approver	Deputy Head Teacher and Head Teacher
Date Approved	February 2024
Next Review	February 2025