



Hampton Hargate Primary School

Religious Education Policy

Date: SPRING 2024
Review date: SPRING 2027

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

1. Principles

Religious education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Hampton Hargate School, we develop the children's knowledge and understanding of the major world faiths and address fundamental questions through the units of work. We try to stimulate the children's interest and understanding about the lives of people around the world and help children to develop knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school and in the surrounding area. Children reflect on what it means to have a faith to develop their own knowledge and understanding.

We help the children to learn from religions and cultures. We teach children to understand how religious events influence other children's lives today; we also teach them to investigate these events and, by so doing, to develop the skills of enquiry, analysis, interpretation problem-solving and presentation.

2. Aims

The aims of Religious Education in Hampton Hargate Primary School are linked to those set out for Religious Education in Peterborough from the Peterborough Agreed Syllabus for Religious Education 2023-2028. The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally and globally;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally and globally.

Religions and worldviews deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions and worldviews approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs to develop pupils' skills:

- to read fluently;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to **explore** religions and worldviews, **engage** with their knowledge, and **reflect** on their learning and their lives.

Religious Literacy

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. Religious literacy plays an important part of a well rounded education in preparing pupils for life in modern Britain. Its importance is increasing as globalisation and migration have created greater links between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.

(The Agreed Syllabus for Religious Education, Peterborough City Council, 2023)

3. Legal background

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online. 'The national curriculum in England: Framework document', September 2013.

All schools, including special schools, must follow the legal requirement to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE.

In brief, legislation requires that:

- in maintained community, foundation or voluntary schools without a religious character, RE is taught in accordance with the local Agreed Syllabus;
- the requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';

- academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998;
- for foundation and voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless parents request RE in accordance with the trust deed of the school; and
- in voluntary aided schools RE must be taught in accordance with the trust deed.

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools;
 - any person aged nineteen or above for whom further education is being provided at school; and
 - any person over compulsory school age who is receiving part-time education.
- Based on NATRE website -National Association of Teachers of Religious Education

In accordance with S.71 School Standards and Framework Act 1998, a parent of a pupil may request:

- That the pupil may be wholly or partly excused from receiving RE given in accordance with the school's basic curriculum.
- That a pupil who is wholly or partly excused from receiving RE provided by the school may in certain circumstances receive RE of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session (S.71 [3] [b] SSFA);
- That a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.
- With specific exceptions, teachers may withdraw from teaching RE and they should not be discriminated against for their religious opinions or practices.

Since 1944, all schools have been required to teach RE to all pupils on the school roll (except when parents exercise their right to withdraw their children from the subject). Religious education is a core subject of the basic curriculum for all pupils and the Agreed Syllabus is equivalent to the government's subject orders for the subjects of the national curriculum.

The religious education curriculum forms an important part of our school's spiritual, moral, social and cultural development, British Values and Community Cohesion. - Religious Education in English Schools: Non-statutory guidance 2010. It also promotes education for citizenship. Our school RE curriculum is based on the Peterborough Agreed Syllabus 2023-2028 and it meets the requirements set out in that document. The curriculum is based on the Programmes of Study detailed in this. Our school curriculum for RE meets the legal requirements relating to the religious education set out in the Education Act 1996 and the Education Standards and Framework Act 1998.

All staff are responsible for teaching Religious Education in their class in response to this policy statement, using the curriculum map and following the Peterborough Agreed Syllabus 2023-2028, appropriate schemes of work and Early Years Foundation Stage.

4. Curriculum organisation

Religious Education is taught in accordance with the Peterborough Agreed Syllabus 20232028. The Agreed Syllabus requires the following religions to be studied in depth in these key stages, and other religions as appropriate:

	What to teach	Approach	Entitlement
EYFS	Follow the EYFS framework. Minimum 30 hours teacher-led activities. Christianity and religions and beliefs represented in the class, school or local community.		
KS1	Christianity. We also draw on the background of the pupils to choose one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions.	Minimum of 36 hours in a school year.
KS2	Christianity, five other world religions, humanism and an acknowledgment of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.	Minimum of 45 hours in a school year.

Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education. At Hampton, we consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order.

- Christianity will be studied in all Key Stages.
- The choice of which other religion(s) to study in KS1 is made relevant to the experience of the pupils in the class and local demographic.
- However, by the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (humanism) will have been studied.

At Hampton, we ensure all pupils visit a church or other Christian place of worship and we make all efforts to plan visits to religious buildings of other faiths. Visitors from different faiths and world views are also encouraged to visit our school.

5. Teaching and learning style

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 to reflect on what the religious ideas 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 to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We endeavour to organise visits to local places of worship, and invite people of different faiths to come and share their beliefs and culture and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. We offer the children opportunities to examine religious artefacts respectfully if this is appropriate.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants alongside teachers to support the work of individuals or groups of children.

The Peterborough Agreed Syllabus 2023 recommends that all key stages use 'Enquiry' methods and when planning and delivering units of work. When planning units of work a range of approaches to learning that match different types of enquiry should be used, for example:

- 'Big Questions' are used as the focus of an enquiry
- use experiential and creative activities where pupils can develop their insight into the 'experience' of religion
- use reasoned argument and debate where pupils can explore controversial issues
- using investigative and interpretative skills where pupils need to gather, analyse and present information
- planning sequences enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations

- the enquiry process allows pupils to progress in RE and this progression is defined and assessed.

The benefits of enquiry approaches are:

- Pupils develop a deeper understanding, going beyond simply learning facts to handling ideas and questions;
- Pupils increase confidence as learners; discussion is no longer so teacher-led; and
- More sustained learning is achieved, not the fragmented pattern of work often seen in RE.

Learners follow through their enquiries building on their thinking across a number of sessions.

6. Curriculum planning

RE is a core subject of the basic curriculum for all pupils. We plan our RE curriculum in accordance with the LA's Agreed Syllabus. It reflects the community our school serves, the different religious and world view backgrounds of our pupils and the needs of those pupils. In the Early Years Foundation Stage, the teachers use the Curriculum for the Foundation Stage alongside school designed units. In KS1 and KS2 teachers use both school designed units. The Religious Education co-ordinator also has a copy of all units of work. 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 two phases (long-term and short-term). The long-term plan maps the RE topics studied in each term during each key stage. This stipulates which units need to be taught and in which term. The long-term plan allows for a variety of religions to be taught at the relevant key stages as highlighted in the Agreed syllabus. It allows for balance and depth of understanding and coverage of the six major religions whilst ensuring Christianity to be the major faith studied throughout each key stage. The long-term plan has also been formulated with consideration of continuity and progression. We teach RE topics in conjunction with other subjects, especially at Key Stage 1. In Key Stage 2, we place an increasing emphasis on the study of religious themes and topics in their own right.

Teachers use the long-term plans to produce more specific plans for lessons, listing the learning objectives and expected outcomes. Teachers review specific lessons depending on prior teaching and needs within differing year groups and classes.

7. The Foundation Stage

We teach RE to all children in the school, including those in the reception class.

In reception classes, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the EYFS which underpin the curriculum planning for Reception children aged three to five. R.E. offers opportunities to help develop a child's knowledge and understanding of the world through activities such as dressing up, looking at pictures of religious festivals and discovering similarities and differences about how other children worship and live in other parts of the world.

8. Cross curricular links *English*

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Teachers can use texts in their Literacy lessons that have religious themes or content if appropriate. This encourages discussion, and this is RE's way of promoting the skills of speaking and listening thus extending their vocabulary. We also encourage the children to write and record information, in order to develop their writing ability.

Personal, social, health and economic education (PSHEE)

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through RE 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 multi-cultural society. Children explore issues of religious faith and values and they develop their knowledge and understanding of the cultural context of their own lives. R.E. is linked to other areas of the curriculum such as Geography, Art and D.T. Where ever possible, cross curricular links are identified in planning.

9. RE and ICT

ICT enhances RE, wherever appropriate, in all key stages. We have Interactive Whiteboards, iPads and Chrome Books, used to enhance learning on particular topics. The children can select and analyse information. They can also use ICT to review, modify and evaluate their work, and to improve its presentation where appropriate. Children can use PowerPoint to help them to make presentations on various topics and can take photographs of class drama and role play activities too.

10. Religious Education and Inclusion

At Hampton Hargate Primary School, we teach RE to all children, whatever their ability and individual needs. RE forms part of the curriculum to provide a broad and balanced education to all children. Through our RE teaching, we provide learning challenges that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more-able, gifted and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this through appropriate differentiation and support.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

At Hampton Hargate Primary School we recognise that Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- Builds on and is enriched by the differing experiences pupils bring to religious education, whatever their religious or philosophical background, so that all of them feel their contributions are valued.
- Meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.
- Encourages the challenging of derogatory stereotypes.

As a school we modify as necessary the programmes of study of the curriculum to provide all pupils with relevant and appropriately challenging work at each key stage. The statutory statement on inclusion sets out three principles that are essential to developing a more inclusive curriculum. At Hampton Hargate we aim to follow these three principles:

A Setting suitable learning challenges

B Responding to pupils' diverse learning needs

C C Overcoming potential barriers to learning

11. Global Dimensions

In accordance with the school ethos of embedding the global dimensions to enrich the curriculum, Religious Education will incorporate opportunities for the children to understand the challenges facing them and appreciate their responsibilities as members of a global community.

12. Assessment, recording and reporting

In religious education, just as in other subjects of the curriculum, it is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring knowledge and skills, it is a key part of religious education that pupils' positive attitudes to study should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives.

Assessment

There are two progress targets which set out the knowledge, understanding and skills that pupils of different abilities and maturities are expected to have by the end of each key stage. These are:

PT1 – Knowledge and understanding of religion and worldviews (enquiring into, investigating and understanding religions and beliefs).

PT2- Responding to religion and worldviews (questioning, exploring, reflecting upon, and interpreting human experience in the light of religions and beliefs studied).

Although these targets may be taught as distinct aspects, in good and outstanding teaching they are interwoven.

The 2023-2028 RE agreed syllabus has provided an 'Assessment tool' for each Key Stage, which allows for different forms of assessment to take place across the RE curriculum and the pupils' experiences in RE.

Recording

Assessment of PT1 and PT2 is recorded and monitored through observation, teacher marking and written outcomes. Teachers are expected to assess three units across the year using summative assessment methods, these can be in a variety of genres but must reflect the progress targets, PT1 and PT2. They will submit an assessment grid to the RE Subject Co-coordinator, using the vocabulary of working towards, working at or exceeding.

Reporting

Progression and achievement in Religious Education is reported annually through individual pupil reports to parents and discussed in parent's evenings. Samples of pupils' work (different levels) and pictures (some annotation) of various 'Religious Education' activities that have taken place in the School are kept in the subject portfolio.

13. Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching of R.E. is the responsibility of the R.E. subject leader. The work of the R.E. subject leader also involves supporting colleagues in the planning, teaching and assessing of R.E. The R.E. coordinator has specially allocated time in which to fulfil this role by monitoring schemes of work, pupil experiences, resources, teaching methods, planning, assessment, children's work and pupil needs. These areas will be evaluated in discussion with the head teacher, subject co-ordinator and teaching staff and amendments made accordingly.

14. Resources

There are sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in labelled boxes stored in a designated area and the R.E. coordinator has various videos and books. We have a set of Bibles and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a good supply of RE topic books. The R.E. co-ordinator monitors the R.E. budget and prioritises spending to meet identified needs and in consultation with members of staff to support their teaching. Teachers inform the RE coordinator if any resources need replacing, updating or purchasing. Staff have a full list of RE resources that are freely available to them.

15. Health and Safety

The general teaching requirement for health and safety applies in this subject. Refer to the whole school Health and Safety policy for more details. Particular care should be taken when children are investigating religious artefacts. The school visits policy should be adhered to when making visits in relation to Religious Education.

Policy Review - This policy will be reviewed by the RE Co-ordinator every three years.
Review date: Spring 2027