

## **Religious Education and World Views Policy**

Our school vision drives everything we do at The Federation of Kirkby Malzeard and Saint Nicholas C of E Primary Schools.

We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10, 'shine like stars in the sky' Philippians 2:15; and have the courage to act with kindness, patience, love and peace in all the communities they serve in.

### **Rationale**

At The Federation of Kirkby Malzeard and Saint Nicholas C of E Primary Schools Religious Education and World Views (RE) are important and special, through a rich curriculum it provides opportunities to explore spiritual, moral, social and cultural development.

RE provides opportunities for each young person's individual spiritual education, laying a firm foundation for a strong and purposeful life in our modern-day world.

At the core of The Federation of Kirkby Malzeard and Saint Nicholas C of E Primary Schools are our Christian values of peace, love, patience, and kindness, which we believe are a part of all faiths and underpin all of our lives.

In order to grow and develop spiritually we must all have a good understanding, tolerance and openness to ideas, views and faiths. We want our young people to foster an attitude and community in which the exploration of faith systems and beliefs are openly explored. We want pupils to explore 'Big Questions' and 'Wonders', considering and responding to the meaning of life and the values of our society which develops our spiritual life. We openly embrace challenge within our school community.

The purpose of RE is to enable children to 'learn about religion' and belief and to 'learn from religion' and belief.

'Learning about religion and belief' includes enquiry and investigation into the nature of religion. 'Learning from religion and belief' is concerned with developing our ability to reflect on and respond to their own experiences and learning about religion.

The faiths and beliefs of our pupils, families and staff are respected at all times. Children recognise the right for people to hold different beliefs within an ethnically and socially diverse world.

### **The Aims of Religious Education**

To develop knowledge and a deepening understanding of Christianity and other major World Religions and World Views;

To reflect on our own experiences, experiences of those in our school and wider community from the local church to national and international communities;

To ask and openly discuss 'Wonder' questions which are important to our lives today and will help prepare us for our future lives;

To appreciate how religions and cultural differences affect our lives from the past in the present, and to think about how we would like to shape our future;

To investigate and question, appreciating that there isn't always a definitive answer;

To learn to tolerate and respect diversity;

To explore how learning might influence our daily lives.

## **Guidelines**

We follow 'The North Yorkshire Agreed Syllabus' for RE, 'Understanding Christianity' and the 'Church of England Statement of Entitlement'. RE is taught as part of the curriculum with approximately 5% of time devoted to teaching (see 'Church of England Statement of Entitlement' document for further details).

Detailed schemes of work are available for teachers to use alongside our Whole School Long Term Plan for RE.

|      |                                                                                    |
|------|------------------------------------------------------------------------------------|
| EYFS | Themes emerging from the EYFS curriculum alongside Christianity, Judaism and Islam |
| KS1  | Christianity, Judaism and Islam                                                    |
| KS2  | Christianity, Judaism, Islam, Hinduism and Humanism                                |

The RE curriculum does not include Collective Worship (or visa versa) even when discussions or areas of learning might overlap with reflections in Collective Worship.

Assessment is made using the descriptions of progress and attainment in both the North Yorkshire Agreed Syllabus and Understanding Christianity. We use the assessment framework suggested by Understanding Christianity. The subject leader will monitor assessments through pupil voice and professional discussions with class teachers as well as looking at evidence collected during lessons.

## **Teaching styles**

We approach RE in the same way as we do all teaching and learning in our school. Strong principals of high-quality planning, teaching and assessment underpin teaching in RE just as they do in every other subject in the curriculum.

We seek to provide high quality learning experiences which are pertinent and specific to our children. We are a small close-knit school and as such we know our children, families and local community very well, which enables us to plan lessons to inspire deep thinking, wonder and questioning. Our community is small and rural so we actively seek experiences outside of our School Community to inspire and

challenge our thinking. This doesn't need to be 'trips out' and we have a growing bank of resources to use.

Teachers are encouraged to explore new and innovative patterns of delivery, rather than follow a set pattern. We always have the needs and next steps of the children at the heart of everything we do. The RE coordinator is currently developing a planned approach to CPD opportunities to ensure that staff are confident in supporting children to become well rounded citizens of the future.

RE takes many forms, for example English learning makes natural links to 'Big Questions' and short burst writing in RE. We strive to make RE part of our weekly lives rather than stand-alone events. Where appropriate teacher's might chunk some learning.

Children demonstrate their learning in different ways and teachers assess children using high quality questioning skills and making informal judgements. Where appropriate work might be recorded in big books, post-it note style boards, RE books, photographs, art work, drama and display. Teachers are encouraged to be innovative and professional judgements are highly valued.

We have a growing range of relevant and modern RE resources, this is under constant development. Resources are stored in accordance with and with respect for different faiths.

### **RE and the law**

We teach RE to all pupils regardless of age or ability and work carefully to meet the needs of all pupils. Where parents have concerns about their children taking part in RE, they are asked to discuss their concerns first with the class teacher. S/he will be able to discuss the RE programme and teaching methods in greater detail.

Our school's curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA).

The ERA states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils' including those in Reception who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Ofsted recognise that RE is "a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate

and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013)

Review Date July 2024