ACE Learning



Religious Education Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Intent

Religious education (RE) seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them, and to develop their own beliefs and values.

Objectives

To gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity.

- To identify and describe the key features of Christianity and other major religions, such as key figures, teachings, ceremonies, festivals and sacred writings.
- To identify elements common to a number of religions, such as public worship and marriage ceremonies.
- To identify features which are distinctive of particular religious traditions, such as the use of a mezuzah in Judaism or views in Islam.

Religious education seeks to enable pupils to learn about religions and to learn from religion and see how this links to their own lives.

- To appreciate that much of personal value can be gained from a study of the teachings of living religions such as ideas about the way we might treat those less fortunate than ourselves.

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards that diversity.

- To become aware of the ultimate questions which life raises such as: Is there a God? Was the universe created? Is there life after death? To appreciate the different answers offered by religious and other traditions.
- To engage with issues which arise from a study of religions such as the value of special times and rituals, days for worship and festivals, mourning rituals and funerals.

Curriculum Progression

The knowledge and skills ladder for RE clearly outlines how learning progresses and aligns with the Kent Agreed Syllabus. Learning is carefully sequenced to ensure the main objectives within each Key Stage are met. The learning each term is based around a big question linking to a religion or theme. In Key Stage 1, children explore the basic principles of religions and sacred traditions. This progresses in Lower Key Stage 2 to considering what life is like for the people who follow a religion and what makes it important to them. In Upper Key stage 2, children then explore bigger questions such as 'Why do some people think God exists?', using and applying their prior knowledge to form their own opinions.

Vocabulary development

Vocabulary has been deliberately structured so that each year group builds on previous learning. The vocabulary grid outlines progression between EYFS and year six. The skills vocabulary grid outlines progression between the EYFS and year six. Theme overviews contain subject specific vocabulary.

Approaches to Teaching and Learning

RE is taught as a discrete subject, however, staff decide the most meaningful context in which RE teaching

takes place, which may include linking into topic work where relevant (through the Mantle of the Expert approach). It is not to be a platform for conversion to a specific set of beliefs. All questions must be answered as honestly as possible.

The following organisational and pedagogical strategies should also be adopted, where appropriate:

- providing opportunities for pupils to learn and express themselves creatively
- deploying a wide range of media such as artefacts, pictures, photographs, music and drama
- providing regular opportunities provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

RE makes a contribution to the development of general educational abilities such as literacy, seeing the world through other peoples' eyes and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' spiritual, moral, social and cultural development. As it is concerned with values and behaviour, religious education can make a significant contribution to education in citizenship.

RE should be taught:
KS1 36 hours per year
KS2 45 hours per year

Teachers right not to teach religious education
From the time of the 1944 Education Act, (section 30), teachers in county schools have had the legal right not to teach religious education and any refusal to do so must not be used to discriminate against them.

Parents right to withdraw pupils from religious education
From the time of the 1944 Education Act, parents have had the right to withdraw their children from Religious Education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

Resources
The teaching of RE is supported by a full range of resources on different religions, such as books for teachers, pupils and the library, pictures, music, CDs, DVDs, online clips and artefacts. Opportunities to visit local places of worship or invite speakers into school will be arranged as appropriate. All resources will be listed, stored safely, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions studied.

Health and Safety
Teachers will conform to guidelines within the school health and safety policy to ensure pupils are kept safe, for example:

- when consuming food, e.g. if tasting some of the food eaten by Jews during the Seder meal
- when visiting places of worship

Assessment
At least once a year, teachers will report on how well children are working against their year group's objectives for RE.

Assessment in religious education will:

- involve identifying suitable opportunities in schemes of work;
- be directly related to the attainment targets in the local and national expectations of achievement in religious education;
- seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge;
- recognise the range of skills and attitudes which the subject seeks to develop;
- include pupil self-assessment *and*
- be reported on, through a written report, given to parents at the end of each school year.

Monitoring Impact

Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils.

Pupils: The RE leader will monitor a sample of work at set points throughout the year. For example, by looking at evidence in books, classrooms and via pupil voice during lesson observation. Teacher judgements will also be analysed.

Staff: Clear verbal and written feedback will be provided to teaching staff that are observed and targets set accordingly to identify next steps in their continuing professional development.

The implementation and impact of RE will be recorded by the subject leader and reviewed regularly.