



Religious Education Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 16.11.23

Religious Education Policy

“Religions are different roads converging to the same point. What does it matter if we take different roads as long as we reach the same goal? In reality, there are many different religions as there are individuals.”

Gandhi

1. What is the vision for Religious Education at Stamford Green?

It is our vision that our children:

- Develop a secure understanding of the tradition, core beliefs and practices of the world's major religions.
- Learn a range of learning skills such as reflection, empathy, evaluation and expression, that they can apply independently.
- Show positive attitudes to their learning about religion and the beliefs of others.
- Develop acceptance and understanding of the beliefs and traditions of different religions; knowing that different people may have different views to their own.

2. Our Religious Education curriculum is brought to life by our seven commitments:

HAPPINESS

We want our children to feel engaged and happy when learning during their Religious Education lessons, through the inspiring, informative teaching that takes place. Our RE lessons ensure that children learn about a range of different world religions and that this is a celebration of them. For children who are Christian, Hindu, Buddhist, Muslim, Jewish, Sikh or Humanist, their religion and traditions are explored in further detail so that they feel special and engaged in their learning. In addition, children will enjoy learning about the different world religions as this gives them a better understanding of the world around them.

INSPIRING

Children will be inspired in their RE learning as they will learn to be self-aware, open minded and will develop an appreciation and wonder of the world. Their self-awareness includes pupils feeling confident about their own world views, beliefs and identity and sharing these without fear or embarrassment. Their open-mindedness ensures that they are inspired and willing to learn and gain a new understanding, including within their own personal knowledge. They will develop a positive and informed sense of their own world views, beliefs, morals and spiritual ideas. They will recognise their own uniqueness as human beings and affirm their own self-worth. In addition, children will appreciate the sense of wonder at the world in which they live, develop their capacity to respond to questions of meaning and purpose and recognise that knowledge is bounded by mystery and curiosity.

LEARNING

The RE curriculum has been written following the Surrey SACRE's Agreed Syllabus for Religious Education in Surrey Schools 2023 - 2028. In each year group, the children will study three units of Christianity learning, two units of world religion learning and a thematic unit each year. The thematic units are designed to draw together key ideas that are present across other units; consolidating prior knowledge and helping pupils to make links, whilst introducing new material from religions or beliefs. Each unit will last half a term and will be taught on a weekly basis. Throughout primary school the children will learn about the following world religions:

- Christianity

- Judaism
- Islam
- Sikhism
- Humanism
- Buddhism
- Hinduism

In order to complement the learning and teaching that takes place, each year the children visit a religious place of worship to allow the children to make meaningful links and to bring their learning alive.

TOGETHERNESS

Our RE teaching ensures that the children are respectful and show an understanding of togetherness. The children will develop the skills of listening and a willingness to learn from others, even when others' views are different from their own. The children learn to be ready to value difference and diversity for the common good. Children will appreciate that some beliefs are not inclusive and consider the issues that this raises for society. They are prepared to recognise and acknowledge their own bias and are sensitive to feelings and ideas of others. RE can make a significant contribution to promoting equality and tackling discrimination, particularly with its focus on promoting respect for all.

VALUES

The school's twenty two values complement the RE curriculum. Children's understanding of different world religions will enable them to be respectful, tolerant and empathic of others. They will know that world religions may differ from views and beliefs to their own – they will be respectful of this. Children will be ready to value difference and diversity for the common good and will be sensitive to the feelings of others.

AMBITION

We are ambitious for the children's learning and have ensured that the curriculum allows the children to make links with their learning. Concepts (or Golden Threads) are woven through the curriculum, ensuring that the children can use subject specific vocabulary correctly and in the correct context. Disciplinary knowledge is shaped through key questions reflecting enquiry questions reflecting theological, sociological and philosophical approaches, ensuring that their pupils' learning in RE is not one dimensional.

ACHIEVEMENT

Our RE curriculum ensures that the children have a broad and balanced understanding of the world religions. They will demonstrate an understanding of the key features of each religion and will express their understanding of concepts in theological terms. The RE curriculum ensures that children can explore, gather, select and organise ideas about a religion, belief or world view, drawing on the concepts where appropriate. Children will be able to comment on connections between questions, beliefs, values and practices, explaining their importance to different communities. Children will also develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal world view.

3. By the end of Year 6 at Stamford Green, our children will...

Behaviours	Our children will be respectful and understanding of the world around them. They will listen to each other and will be open minded to views that are different to them. The children will be curious and inquisitive and will show appreciation of the sense of wonder at the world in which they live.
Attitudes	The RE curriculum encourages pupil to develop positive attitudes to their learning and to the beliefs and values of others. In particular, they will demonstrate the attitudes of self awareness, respect for all, open mindedness and appreciation and wonder.
Skills	The following skills are developed across the RE curriculum: <ul style="list-style-type: none"> • Reflection – Reflecting on feelings, relationships, experience, ultimate questions. • Empathy – Considering the thoughts and feelings of others.

	<ul style="list-style-type: none"> • Investigation – Asking questions, knowing how to gather information. • Evaluation – Drawing meaning from artefacts, works of art, music, poetry. • Analysis – Debating issues of religious significance with reference to evidence and argument. • Synthesis – Linking significant features and making connections. • Application – Making the association between religion/belief and individual, community, national and international life. • Expression – Explaining personal knowledge/views and responding to questions of religion and belief through a variety of media.
Knowledge	The children will have an understanding of the beliefs, practices and concepts of the following religions: Christianity, Judaism, Islam, Buddhism, Humanism, Hinduism, Sikhism. In addition, they will also develop their understanding of the term 'world view'. This reflects the practice that everyone has a world view and way of viewing the world.
Experiences	In order to enhance the children's understanding of the different world religions, as part of our Thrive Experiences and Opportunities, the children will visit a variety of different places of worship. This will enable the children to have a deeper understanding and make links with their learning.
Technology	We will ensure that technology will support the children in their RE learning. Videos and photographs will ensure that children are able to visualise places of worship, practices and rituals that take place within each religion. In addition, children will handle artefacts to enhance their knowledge and understanding.
Sustained	The skills the children will have learnt during their RE lessons will encourage the children to be reflective, analytical, evaluative thinkers as they continue their studies in secondary school. They will continue to be engaged in the curriculum and will look forward to studying in further depth.

4. Feedback and Assessment

- a) For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

5. Inclusion

- a) Learning opportunities will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning. They will listen to, and participate in a variety of experiences in a positive and constructive manner.
- b) We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child.
- c) For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.

6. Subject Organisation

- a) The RE curriculum has been written following the Surrey SACRE's Agreed Syllabus for Religious Education in Surrey Schools 2023 - 2028. In each year group, the children will study three units of Christianity learning, two units of world religion learning and a thematic unit each year. The thematic units are designed to draw together key ideas that are present across other units; consolidating prior knowledge and helping pupils to make links, whilst introducing new material from religions or beliefs. Each unit will last half a term and will be taught on a weekly basis.

- b) RE is planned through the use of an enquiry question, where all of the learning through the term is focused towards the children developing the skills and knowledge to be able to answer the enquiry question. For further detail, please refer to the Religious Education Compendium.
- c) For further detail about how the Early Years is taught, please refer to the Early Years Compendium and Early Years Policy. The Religious Education Compendium details the knowledge that is taught in the Early Years in the Understanding the World curriculum areas. Religious Education in the Early Years is taught following the Surrey SACRE Agreed Syllabus for Education 2023 - 2028.

7. Monitoring and Evaluation

- a) The work of the RE subject leader involves ensuring that the curriculum is well planned, being informed about current developments in this area and providing a strategic lead and direction for the subject in the school.

8. Local community links and out of school visits

- a) We will seek to use our school and local community links to promote and extend classroom learning. Trips to local places of worship, including nearby churches, temples, mosques and synagogues will aim to bring pupil's learning 'to life' and make their learning meaningful. For further information about our educational visits, please refer to our Opportunities and Thrive Experiences Compendium, which details all of the educational visits that take place in each year group.

9. Withdrawal from RE

- a) It is recognised that parents have the right to withdraw their child from RE lessons. Parents/Carers are encouraged to discuss this with the Headteacher. Any pupil who is withdrawn will be supervised during that time by a member of the school staff.

10. Collective Worship

- a) This policy should be read in conjunction with the Collective Worship policy. Please refer to the policy for further information including the schedule of religious festivals and events which the children will learn about during assemblies.