

Hollinhey Primary School



Religious Education Policy

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Responsibility of:	RE Subject Lead
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Signed:	<i>S.Clough</i>
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Hollinhey Primary School

RELIGIOUS EDUCATION POLICY

Aims

The National Curriculum for Religious Education aims to ensure that all children:

- To engage pupils in enquiring into and exploring questions arising from the study of religion, faith and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- To provide our pupils with the knowledge and understanding of Christianity and other principal religious faiths, traditions and beliefs represented in Great Britain and the wider world.
- To develop our pupils' understanding of the ways in which beliefs influence people's behaviour, practices and outlook.
- To enable our pupils to develop a positive attitude towards people who hold religious beliefs different from their own.
- To enable our pupils to apply the insights of the principal religious faiths and traditions to their own search for identity and significance.
- To enable our pupils to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.

Intent

At Hollinhey, it is our intention to teach Religious Education in alignment with our core values:

Honesty – We aspire to encourage resilience, perseverance and an acceptance that mistakes are an important part of learning. We give pupils a chance to believe in themselves and be able to express their own opinions and thoughts.

Effort – We celebrate effort as much as attainment, promoting the importance of hard work to build success and the development of a growth mindset.

Achievement – We intend to provide children with a secure grasp of the fundamentals of a variety of faiths, along with the ability to reason and discuss their own thoughts based upon their own experiences and what they have learned. In doing so, our aim is to prepare them for their futures.

Respect – We aim to instill a level of acceptance and respect that other values and traditions may be different to their own.

Tolerance – Explore what people believe and what difference this makes to their lives and how they live. Pupils have the knowledge, skills and understanding to handle questions raised by religion and belief. Be reflective of their own behaviour and practices.

The Cheshire East syllabus, introduced in July 2022, has been based on a review of the previous syllabus and written by teachers and members of the Agreed Syllabus Conference, SACRE. This new Cheshire East syllabus will allow RE to be delivered in a meaningful way,

within which learners can explore beliefs, ethics, and lifestyles of our modern lives, through delivery of Religious Education and Worldviews.

The Cheshire East Agreed Syllabus indicates that the majority of work in Religious Education will be split into the following six categories or Golden threads that will run through each term and the year groups' progression of knowledge.

These threads are

- **God, the world, and self** (What people believe about God, the world and self)
- **Authority** (Who/what do people follow? Why? How do people interact with sources of authority?)
- **Personal Belief** (How do my personal beliefs affect the way life is lived?)
- **Marking life's journey** (How does my worldview affect how I mark life's journey? Religious/Non-religious)
- **Worldview in the wider world** (How does my worldview relate to the wider world?)
- **Belonging** (What does it mean to belong to a Religious/ Non-religious community?)

This acknowledges the impact of religion and worldviews on individuals, communities, and societies. It recognizes the diversity of religious and non-religious worldviews in society. The introduction of these themes have been arranged across Key Stages and are clearly set out in the Schools Progression Document.

Implementation

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents'. (s 71 SSFA 1998)

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main, Christian, while taking into account the teaching and practices of the other principal religions represented in Great Britain'. (s 375 (3) Education Act 1996). We comply with the legal requirements for the teaching of Religious Education by following the Cheshire East **Standing Advisory Council on Religious Education (SACRE)** Scheme of Work.

Religious Education is taught on a weekly basis in each year group. Lessons are planned and delivered in a variety of ways so that all children can participate fully. Interactive, practical activities are linked to the themes in the syllabus and other subjects where appropriate. We encourage our pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

A variety of teaching approaches are encouraged:

- Teacher presentations, role play and storytelling.
- Questions and answer sessions, discussions and debates.
- Individual and group research.
- Photographs, pictures and maps
- I.C.T, television, video, film, tape, music, radio and PC's to research and communicate ideas.
- Creative responses - for example through art, dance, drama, poetry and song

Alongside our regular Religious Education lessons, we also raise awareness of Christian, non-Christian and Multi-faith special days and festivals in a variety of ways.

Impact

Pupils' progress in Religious Education is based on the expected outcomes outlined in the Cheshire East Agreed Syllabus and in Understanding Christianity, which have been developed in line with guidance produced nationally. Pupils are assessed regularly and their progress is monitored against the core objectives set out by Cheshire East.

At Hollinhey and through our RE curriculum, we aspire to raise the pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression; nurture their ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses; and develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society where they can exist in harmony with others.

Adaptation and SEN

All pupils, including those with any special educational needs and disabilities and those who are More Able, have an entitlement of full access to the Religious Education curriculum. This entitlement takes account of the physical, sensory, academic, emotional, and learning needs of individual pupils in ways which acknowledge the value of their responses, contributions, and achievements. A wide range of approaches to an "Engaging Encounter", "Reasoned Responses" and "Connecting Communities" within religious and non-religious worldviews should be encouraged through any medium suited to the experience and ability of individual pupils. Evidence of pupil responses to the work provided may take a variety of forms including aural, oral, visual, and written. Teachers must take account of the requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to realise their full potential and participate effectively in Religious Education and assessment activities.

RE and the Right of Withdrawal

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

Health and Safety

Teachers have a copy of all relevant policies. Visit Risk assessments are put on to the Evolve system and approved by the Headteacher.

Resources

The RE Skills Progression document October 2022 gives clear guidance to teacher of what to teach for each year group throughout the school.

Extra unit guidance, along with the RE Progression Document, provides guidance with web links and suitable material for each unit.

Religious Education Resource boxes containing artefacts/ photos, books etc and other topic materials are currently stored in school. Boxes are themed to each major world religion and a list of all resources contained in each is stored with each box.

End of Key stage Assessment statements can be found with supporting documents on the School Network.

Roles and Responsibilities

The subject leader is expected to:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote RE good practice through the school.
- Set a good example of RE practice
- Support long term planning for the whole school.
- Provide INSET.
- Liaise with other primary and secondary schools.
- Endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- Be aware of staff development needs and encourage continuing professional development.
- Facilitate the sharing of good practice.
- Be responsible for drawing up an action plan for Religious Education. Generally, this will be an annual plan and should be informed by this policy.

When the policy will be reviewed

October 2025

Judith Blackholly
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Autumn 2022