



**Dry Drayton CE (C) Primary School  
Religious Education Policy**

**July 2016**

(To be reviewed July 2019)

# Religious Education Policy

## The Aims of Religious Education

RE aims for pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK
- Develop an understanding of the influence of beliefs (both religious and secular) values and traditions on individuals, communities, societies and cultures
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions
- Develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in Cambridgeshire and the UK
- Encourage openness to ask questions and search for answers of meaning and purpose for themselves
- Enhance their spiritual, moral, social and cultural development by:
  - developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
  - responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
  - reflecting on their own beliefs, values and experiences in the light of their study

Pupils are entitled to teaching that:

- Stresses the link between content in religious education and the challenges of their everyday life;
- Is inclusive, so that all can derive some understanding, irrespective of their own faith background;
- Includes imaginative activities, such as story, drama and art;
- Makes regular use of visits and visitors from local churches and other faith communities.

## The Two Attainment Targets

There are two attainment targets for Religious Education which support the aims of the subject concisely. Religious Education must be relevant to pupils' own personal development and awareness. The two attainment targets are sometimes distinct in planning but often interwoven in good teaching.

### **AT1 – Learning *about* Religion and Belief**

### **AT2 – Learning *from* Religion and Belief**

AT1 - LEARNING ABOUT RELIGION AND BELIEF

### **Enquiring into, investigating and understanding religions and beliefs**

This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 - LEARNING FROM RELIGION AND BELIEF

**Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied.**

This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

## **Withdrawal from Religious Education**

### **Pupils**

In accordance with S.71 SSFA, a parent of a pupil may request:

- that the pupil may be wholly or partly excused from receiving Religious Education given in accordance with the school's basic curriculum
- that a pupil who is wholly or partly excused from receiving Religious Education provided by the school may in certain circumstances receive Religious Education 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 Religious Education provided by the school may receive Religious Education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

N.B. If a child is withdrawn but the parent doesn't take them out i.e. the school will exercise its duty of care by sending the child to another classroom for the duration, but the school does not have to provide additional work to keep them occupied.

### **Teachers**

With specific exceptions, teachers may withdraw from teaching Religious Education and they should not be discriminated against for their religious opinions or practices. Further information and guidance can be found in 'Religious Education in English Schools: Nonstatutory Guidance 2010'

## **Planning**

Throughout KS1 and 2, all pupils will have access to study units which unpack the Cambridgeshire Agreed Syllabus 2013. Because of the great difference in year group numbers from year to year, the timing of these will be somewhat flexible, however, any adjustment will ensure the children still receive their full entitlement. Detailed curriculum planning is available from the scheme of work, which states how pupils of different ages will study a particular aspect of the Agreed Syllabus. Medium term planning identifies not only the content to be covered, but also the knowledge, skills and attitudes that will be developed through a particular unit of work in religious education. Half of the syllabus will be covered by school design units and the other half by Core Units supplied by the LA Agreed Syllabus 2013, which is based on a model of enquiry-based learning.

Over an academic year, children in KS1 will receive 36 hours of RE teaching; they will study Christianity and Sikhism.

Over an academic year, children in KS2 will receive 45 hours of RE teaching; they will study Christianity, Judaism, Islam, Hinduism and Buddhism.

This may be taught through weekly lessons or whole days when the timetable is collapsed.

Trips and visits to other faiths are part of the enrichment of the curriculum and form a natural part of a child's religious curriculum experience.

As a school we promote British values and this includes engendering attitudes of respect for members of different faith communities found in both our locality and the UK as a whole.

## **Resources**

The school has a varied range of resources for RE which are held centrally. These include DVDs, videos, information books and posters. There are also collections of religious artefacts from the major world faiths, appropriate editions of biblical stories and children's bibles. Faith boxes can be ordered through the Ely Diocesan Resources Centre.

## **Evaluation and Assessment**

All parents will receive a written comment on RE in the annual report to parents.

Statements of attainment will comment on the understanding of the knowledge skills and attitudes (using the level descriptors in the Agreed Syllabus 2013) **not** on pupils' own religious beliefs or their spiritual development.

Assessment, in this as in other subjects, should seek to raise standards of achievement in the subject through:

- Providing teachers with information on individual strengths and weaknesses in the subject;
- Informing the planning of future work;
- Involving pupils, as they get older, in the assessment of their own work.

Agreed July 2016

To be reviewed at the time of next iteration of CAS.