



# **Corporation Road Community Primary School**

## **Religious Education Curriculum Policy (October 2017)**

**To be approved by the Governing Body**

**Chair of Governors: Mrs Val Johnston**

**Date: October 2017**

**To be reviewed: October 2019**

# Religious Education Curriculum Policy

Religious Education is a compulsory subject and forms part of the national curriculum. The RE syllabus used at Corporation Road Community Primary School is published by Durham County Council.

## Vision

Across the school we aim to develop children's skills of enquiry, reasoned argument and reflection. We are a multi-faith school and offer a curriculum to reflect this. We plan a range of activities to engage all children in Religious Education. Our aim is for children to have an open mind and a developing knowledge of a variety of religions.

## Aims of the RE Curriculum

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- To support pupils spiritual, moral social and cultural development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.
- To develop knowledge and understanding of Christian and other major religions in Britain as a whole and in the local community.

## Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without

compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all religious beliefs and teachers must remain mindful of the PREVENT and British Values Policy throughout their planned approach to teaching RE.

### **Health, Safety and Well-Being**

Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment. Staff will ensure that the context of the learning that will take place during the visit, will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith. Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship, staff must ensure that they do all they can to assure parents and encourage pupil participation.

### **Time-Tabling for RE**

The children in the Foundation Stage are taught RE through the area of Knowledge and Understanding of The World. In KS1 and KS2 RE may be taught either discreetly or as part of a cross-curricular approach e.g. through PSHE, history, geography, art or as part of a focus day or period of time e.g. Christmas and Easter.

### **Teaching and Learning**

A variety of teaching methods should be used to teach RE, such as role play/drama, stories and music. Visitors to school should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths.

The Foundation Stage and KS1 forms the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around 'special times, people, places and objects/symbols. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

In KS2, similar opportunities should be offered and children should be encouraged to openly discuss their understanding, opinions and attitudes about religion. They should be given time to reflect on what the religious ideas and concepts mean to them and promote their own spiritual growth and development.

It is likely that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Christians go to church on Sundays'.

## **Planning for RE**

RE should be planned using the Durham County Council syllabus.

## **Assessment**

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

Teachers should therefore, assess what pupils know about religions, what their attitudes are to religions and how well they are able to express their own views and feelings towards other religions.

Planning should be part of a child-initiated process, beginning with children's current levels of understanding and following areas that children would wish to explore further. Examples of work produced, videos, photographic experiences should also be kept as an evidence base for making evaluations about the teaching of RE and the successful levels of learning that have been achieved.

## **Role of the Co-ordinator**

Their role is to:

- Provide support, advice and resources to members of staff
- Monitor the teaching of RE and outcomes for all children, revising policies and supporting staff with planning of RE where necessary.
- Monitor the teaching of RE across the school highlighting the continuity and progression of the areas taught across the school
- Attend relevant training and support staff through relevant INSET sessions
- Monitor the use and need of resources throughout the school.

## **Monitoring**

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaison with staff to be able to observe lessons, through monitoring, planning, coverage and evidence.

The result of any monitoring should be discussed with the Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.