

RELIGIOUS EDUCATION POLICY



**Learning, Developing, Growing
Together**

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Signed:	Yas Manns
Position:	RE Governor
Date:	23 Feb 2023

Spinfield School

Religious Education Policy

This policy is to clarify for all at Spinfield School:

- our approach towards teaching Religious Education
- expectations of both children and staff in the teaching and learning of **Religious Education**.

The importance of RE:

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

What opportunities Religious Education provides

- develop their knowledge and understanding of, and their ability to respond to, Christianity, other principal religions represented in Great Britain and worldviews.
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.
- consider questions of meaning and purpose in life.
- learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society.
- develop enquiry and response skills through the use of distinctive language, listening and empathy.
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

- develop speaking and listening skills through drama, role play, hot seating and debate.

The aims of Religious Education at our school are so that the children:

- work with others, listen to each other's ideas, treat others with respect.
- have opportunities to consider their own experiences, attitudes and values, and those of other people, and be able to appreciate and celebrate diversity
- develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available.
- identify puzzling questions and suggest answers.
- develop their understanding of why certain things are held to be right or wrong.
- relate to moral and religious issues.
- Formulate reasoned opinion/argument and handle controversial issues and truth claims

National and Local Requirements

Our school meets the requirements for Religious Education set out in the 1944, 1988 Education Acts, section 375(3) of the 1996 Education Act and Buckinghamshire Agreed Syllabus for Religious Education 2022–2027 – Challenging RE IV- Learning and growing through Challenging R.E.

The structure of Religious Education teaching at our school:

Each term's work is focused on enquiry study units from the Bucks Syllabus of Religious Education. Each unit asks an overall question with more specific questions asked in each lesson. Each year group adds and adapts suggested activities to ensure that they are accessible and appropriate for our children. The units are arranged to ensure continuity and progression throughout the whole school, please refer to the overview.

Assessment

Assessment is a statutory requirement of the Buckinghamshire Agreed Syllabus and the school will report pupil attainment and progress to parents annually.

The progression statements and end of key stage expectations will be used to assess whether a child is achieving 'expected' attainment, or is 'emerging' or 'exceeding'. (beginning, working towards, working at, secure, greater depth)

Most assessments will be formative through tasks and quizzes planned into the learning rather than end of unit assessments. As a school we recognise that there are some aspects of R.E. such as personal development and personal beliefs and attitudes, that cannot and should not be assessed.

Monitoring and Evaluation

This policy is adhered to the responsibility of all members of staff involved in the teaching of Religious Education. Practice is monitored and evaluated by the RE Co-ordinator and the Head Teacher. The teaching and learning of Religious Education is monitored by:

- monitoring planning
- sampling children's work
- talking to children (Pupil Voice)
- learning walks

How Parents can obtain information

Parents and carers can obtain information on their child's RE curriculum from the school website. They can receive information from the school on how their child is progressing in the subject. The parent has the right to request that the pupil be excused from all or part of the RE provided. They do not have to provide a reason and the school must comply with their request. Spinfield school ensures that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. They should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.