

# RELIGIOUS EDUCATION POLICY



**POLICY REVIEWED: SPRING 2006, SUMMER 2009,  
AUTUMN 2013, 2017, 2021**

**NEXT REVIEW: AUTUMN 2024**

**SIGNED:**



## Religious Education (RE) Policy

### 1 Aims and objectives

1.1 Religious education enables pupils to investigate and reflect on some of the most fundamental questions asked by people. At Cardinal Road School, we develop the pupil's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable pupils to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of pupils within our school. Pupils reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the pupils learn *from* religions as well as *about* religions.

1.2 The aims of religious education are to help pupils:

- develop an awareness of spiritual, moral, social and cultural issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and non-religious world views.
- develop an understanding of what it means to be committed to a religious tradition;(Religious Stories, sacred texts, lifestyles, rituals and symbolism that offer insight into living within a faith community)
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

### 2 The legal position of religious education

2.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all pupils, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if

they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on "Widening Horizons" the LA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### **3 Teaching and learning style**

- 3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows pupils both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables pupils to extend their own sense of values and promotes their spiritual growth and development. We encourage pupils to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 3.2 Our teaching and learning styles in RE enable pupils to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Eid, etc. to develop their religious thinking. We endeavour to liaise with different faith groups to organize visits to local places of worship and to invite representatives of local religious groups to come into school and talk to the pupils.
- 3.3 Pupils carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Pupils discuss religious and moral issues using and working individually or in groups. (They use IT, artefacts, role play music drama, stories.....)
- 3.4 We recognise the fact that all classes in our school have pupils of widely differing abilities, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to

the ability of the pupil. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all pupils to complete all tasks);
- provide differentiated tasks and working in a range of groups eg pairs, mixed ability
- providing resources of different complexity, adapted to the ability of the pupil;
- Effectively utilising staff to support the work of individuals or groups of pupils.

#### **4 Curriculum planning in religious education**

- 4.1 We plan our religious education curriculum in accordance with "Widening Horizons" the LA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for pupils of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the pupils an increasing challenge as they grow and develop through the school.
- 4.2 We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term curriculum map shows the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. We teach religious education topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus.
- 4.3 Our medium-term plans give details of the skills and knowledge progression from Nursery through to Yr2 The RE subject leader keeps and reviews these plans on a regular basis with colleagues.
- 4.4 The Year Group writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

## **5 Foundation Stage**

- 5.1 We teach religious education to all pupils in the school, including those in the reception classes.
- 5.2 In reception classes, religious education is an integral part of the topic work covered during the year. We relate the religious education aspects of the pupil's work to the objectives set out in the EYFS.

## **6 Contribution of religious education to the teaching of other subjects**

### **6.1 English**

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use have religious themes or content, which encourages discussion, and this, is our way of promoting the skills of speaking and listening. We also encourage the pupils to write using different genres in order to develop their writing ability.

### **6.2 Information and communication technology (IT)**

We use IT where appropriate in religious education. The pupils find, select and analyse information, often using the internet. They also use IT to review, modify and evaluate their work and to improve its presentation.

### **6.3 Personal, social, health and citizenship education (PSHE)**

Through our religious education lessons, we teach the pupils about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable pupils to appreciate what it means to be positive members of our society.

**6.4 Spiritual, moral, social and cultural development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Pupils consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Pupils explore issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives.

**7 Teaching religious education to pupils with special educational needs**

**7.1** At our school we teach religious education to all pupils, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our religious education teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs. Assessment against the "Widening Horizons" syllabus allows us to consider each pupil's attainment and progress against expected levels.

**8 Assessment and recording**

**8.1** We assess pupil's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work according to our marking policy. We make a summary judgement about the work of each pupil in relation to the "Widening Horizons" levels of attainment. We use pupil voice, classroom displays, evaluations and pupil discussions for assessing the progress of each pupil, for setting new goals, and for passing information on to the next teacher at the end of the year.

**8.2** The RE subject leader keeps samples of pupil's work in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school.

## 9 Resources

- 9.1 We have very good resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a collection of religious artefacts, which we use to enrich teaching in religious education. The school library has a good supply of RE books. We have appropriate music to enhance their understanding.

## 10 Monitoring and review

The RE subject leader is responsible for monitoring the standards of the pupil's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

## 11 The Local Agreed Syllabus

Hounslow Borough's agreed syllabus "**Widening Horizons**" revised 2021" aims to help children and young people to develop their Knowledge of religions and worldviews and to develop the Understanding and Skills to engage with them seriously and respectfully.