

Hartshorne CE Primary School RE Policy

Our intention for teaching RE in accordance with the Derbyshire & Derby City agreed syllabus 2020-2025 is to provide our children with the knowledge and skills of world religions and non-religion. We have chosen the units carefully based on the local demographics including the surrounding counties. We teach at least 50% Christianity (using Understanding Christianity) and other faiths in depth. The faiths we have chosen to teach in depth are purposeful to allow our children to know more, remember more, understand and accept a faith in line with fundamental British values. It is our intention to dig deeper into the world faiths to allow our children not only new world faith experiences but to build a better tolerable world for the future. The long-term planning is based on a spiral approach allowing deeper learning in subsequent years. It is our intention to teach RE to link with our schools’ Christian values and our SMSC, PSHE & RSE teachings. We want our children to use RE to reflect on their ideas and ask questions to prepare them for life in Hartshorne, Swadlincote, Derbyshire, the East midlands, UK and the world.

Our Aims		Teaching & Learning	
<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>The threefold aim of RE elaborates the principal aim.</p> <p>The curriculum for RE aims to ensure that all pupils:</p> <p>1. <b>Know about and understand a range of religions and worldviews, so that they can:</b></p> <ul style="list-style-type: none"><li>• describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals</li><li>• identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews</li><li>• appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</li></ul> <p>2. <b>Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:</b></p> <ul style="list-style-type: none"><li>• explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</li><li>• express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</li><li>• appreciate and appraise varied dimensions of religion.</li></ul> <p>3. <b>Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:</b></p> <ul style="list-style-type: none"><li>• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</li><li>• enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</li><li>• articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.</li></ul>		<p>This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.</p> <p><b>Religious traditions are to be studied in depth as follows:</b></p> <p>4–5s Reception Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.</p> <p>5–7s Key Stage 1 Christians and Muslims or Jewish people</p> <p>7–11s Key Stage 2 Christians, Muslims, Hindus and Jewish people</p> <p><b>Important notes:</b></p> <p>This is the <b>minimum requirement</b>. We will go beyond the minimum requirement as and when required or the opportunities arise.</p> <p>We will make space for the worldviews of the local community.</p> <ul style="list-style-type: none"><li>• <b>Notice the language:</b> Christians rather than Christianity; Hindus rather than Hinduism. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.</li><li>• <b>Non-religious worldviews:</b> Good practice in RE, as well as European and domestic legislation, has established the principle that RE in schools without a religious character should be inclusive of both religions and non-religious worldviews. Schools should ensure that the content and delivery of the RE curriculum are inclusive in this respect.</li></ul>	
Legal Framework		Subject Leadership	
<p><b>RE is for all pupils:</b></p> <ul style="list-style-type: none"><li>• RE must be provided for all registered pupils in state-funded schools in England, It is a necessary part of a ‘broad and balanced curriculum’.</li><li>• This requirement does not apply for children below compulsory school age</li></ul> <p><b>RE is determined locally, not nationally:</b></p> <ul style="list-style-type: none"><li>• A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference. We use The Derbyshire &amp; Derby City Agreed Syllabus 2020-2025</li><li>• Foundation schools and <u>voluntary controlled schools</u> with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.</li></ul> <p><b>RE is plural:</b></p> <ul style="list-style-type: none"><li>• The RE curriculum drawn up by a SACRE, or by an academy or free school, ‘shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain’.</li><li>• The agreed syllabus has a duty ‘to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner’ and ‘must accord equal respect to different religious convictions and to non-religious belief’. Note that the term ‘religion’ encompasses both religious and non-religious While education policy changes, the legal requirement for RE for all registered pupils remains unchanged.</li></ul> <p>RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.</p> <p>Right of withdrawal</p> <p>In the UK, parents still have the right to withdraw their children from RE/ on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents’ responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.</p>		<p>The RE subject leader will support and monitor the subject and will receive an adequate budget to do this.</p> <p>The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training usually with the diocese.</p> <p>The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.</p> <p>The RE subject leader will regularly monitor the quality of RE teaching across the school.</p> <p>The RE subject leader will liaise with the foundation governors and they will report regularly to the governing body on progress and attainment in RE.</p>	