

Ecton Brook Primary School

Religious Education Policy

2025

This policy will be reviewed in July 2027



ECTON BROOK PRIMARY SCHOOL

POLICY FOR RELIGIOUS EDUCATION

Religious Education Policy

Introduction

This document is a statement of the aims, objectives and strategies used for the teaching and learning of Religious Education at Ecton Brook Primary School.

It was developed through a process of consultation between the teaching staff and Governors of the school.

What is Religious Education?

Religious Education is the study of the world's principle religions, in order to develop an understanding of their significance in contributing to the elements of belief, quality and meaning of the lives of many.

The Aims of Religious Education are:

- To enable pupils to understand the beliefs and practices of the major world faiths.
- To teach understanding and challenge prejudice towards people of different faiths through providing opportunities to develop an awareness of the value of living within the global dimension.
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions'.
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and discussion.
- To maintain close links with churches and other religious communities.
- To learn from religions in addition to gaining knowledge and understanding about religions.

Long Term Planning

R.E. will be taught through our knowledge-led curriculum and will be based around the principles of Cognitive Science. To assist in this, pupils will receive copies of knowledge organisers for each unit of study that they encounter: these will detail the core knowledge we expect all pupils to learn and, as copies will also be sent home, this will give pupils opportunities to thoroughly revise work from class which will then be regularly revisited in lessons.

Through RE, children acquire and apply knowledge and understanding of:

- ❖ Foundation Stage – Christianity and religions and beliefs represented in the class or school.
- ❖ Key Stage One- Christianity, Judaism and Islam.
- ❖ Key Stage Two- Christianity, Judaism, Islam, Sikhism, Hinduism Buddhism and Humanism
- ❖ How these religions influence individuals, communities, society and the world. As well as learning about these religions, children also develop their ability to respond to what they have learnt.

Medium Term Planning

All staff plan each half term using our knowledge-led curriculum documents.

Short Term Planning

All staff plan each weekly lesson using our knowledge-led curriculum resources.

Time Allocation

We follow the recommended time allocation in the Agreed Syllabus for each unit which is as follows –

Key Stage 1- 45-60 minutes per week

Key Stage 2- 60 minutes per week

RE in Foundation Stage

In the Foundation Stage, children will develop awareness and respect for their own culture and beliefs and those of other people. They will develop awareness and sensitivity to the views and feelings of others and will develop ideas and understanding of what is right and wrong.

Teaching and Learning

The predominant mode of working in Religious Education is a whole class approach, although individual work and groups are used where appropriate.

Within this structure:

- Work is scaffolded with additional support where appropriate.
- Relevant discussion is encouraged, especially relating to questions of personal concern and significant aspects of their own lives and the lives of friends.
- Children are encouraged to communicate and present their findings in a variety of ways, including individually and as part of a group.
- Children are given opportunities to experience silence and reflection.
- Children are encouraged to investigate and research, using books, the internet, artefacts, photographs, pictures, posters, visits and visitors.
- Visits to places of religious value or of spiritual worth are included, where possible, as part of our RE curriculum, as are visits by members of different religious faiths.
- Handling of religious artefacts is encouraged where possible, whilst promoting respect and value for these objects.
- Festivals from the major world religions are celebrated in school, both explicitly as part of our RE scheme of work and as they occur as additional learning experiences.
- Children are taught how people have expressed their feelings and ideas about God through Art.
- Children are taught how people of different religions use special food, clothes, objects and stories and relate this to their own experiences.

Assessment, Recording and Reporting

Objectives for each unit of work and lesson are shared with the children. Objectives and strategies for assessment are incorporated into short term planning.

Assessment is on-going through written work, questioning and discussion.

Not all aspects of learning from religion are assessable or measurable. Personal views, attitudes or emotions of pupils are not assessable and we believe it would be intrusive to do so. Our children are always encouraged to discuss and express their opinions.

Feedback to pupils about their own progress in RE is achieved through the marking of work and verbal comments. Ongoing assessments and other significant features noted about RE are used in reporting to parents at the end of the year, including the outcome of knowledge-retrieval strategies based on cognitive science techniques.

Cross Curricular Elements

Where appropriate, opportunities are made to link RE with other subjects, such as Language, Computing, History, Geography, Science, Art and Music.

Resources

Central resources are the responsibility of the RE co-ordinators, who have a small budget available.

The knowledge-led curriculum is created and updated by members of NPAT teaching staff.

Artefacts for the major world religions taught are listed and stored centrally. These include:

- ✓ Photographs and posters
- ✓ Collections of artefacts
- ✓ CDs of music
- ✓ Books
- ✓ DVDs

Monitoring and Evaluating

A variety of strategies are used for monitoring and evaluating RE throughout the school and the RE leads follow a monitoring schedule which has a month-by-month directive for monitoring via planning checks, learning walks, pupil voice exercises and book looks. This informs the RE co-ordinator of points to be addressed and targets may be included in the School Improvement Plan.

The RE subject leader is given the opportunity to attend planning sessions and monitor teaching and learning in the school.

Equal Opportunities

All children have equal access to the Religious Education curriculum.

The same school policy applies to the teaching of Religious Education as any other subject area. Please refer to the "Equal Opportunities" policy.

The Governing body of Ecton Brook Primary School will ensure the equality of opportunity, the fair and equal treatment of any pupil or member of staff irrespective of race, colour, ethnicity or national origin, religion, age, sex or disability.

It should be noted that parents have the legal right to withdraw their children from Religious Education. This should be discussed with the Head Teacher.