Coppice Primary School and Nursery

Religious Education Policy

Date:	**November 2022**
Policy Review Date:	**November 2025**
Headteacher	**Mrs A J Seaton**
Policy written by	**Miss K Harrison (RE co-ordinator)**
Summary of changes:	
Signatures:	

Purpose

Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Legal Requirements

The Education Act 2002 stipulates that RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).

Religious Education is determined at a local level with a locally agreed syllabus. This is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority. Local authority maintained schools without a religious character, such as Coppice Primary School and Nursery, must follow the locally agreed syllabus.

An RE curriculum must 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.

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.

The Right to Withdraw

Parents have the right to withdraw their children from religious education 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, in line with good practice, a member of SLT will talk to parents to ensure that they understand the aims and value of RE before honouring this right. A letter will need to be completed and signed by the parent and kept on the pupil's record.

Intent

At Coppice Primary School and Nursery, Religious Education has a significant role for the development of children's spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages children to develop their sense of identify and belonging through self-awareness and reflection. The principle aim of RE is to engage children in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and working in the local, national and wider global community.

The Derbyshire 2020 – 2025 syllabus for RE aims to ensure all children:

- Know about and understands a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the skills needed to engage seriously with religions and world views.

Religious Education plays an important role, along with all other curriculum areas, particularly PSHE in promoting social awareness and understanding in our children. Teaching should encourage children to ask questions about the world and to reflect on their own beliefs, values and experiences. Teaching should include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. High quality Religious Education should inspire the children to be knowledgeable, respectful and thoughtful of people close to them, within their community and around the world, regardless of their beliefs. Teaching should encourage the children to be aware of misjudgements and misconceptions that sometimes occur when looking at religions and beliefs.

Implementation

At Coppice Primary School and Nursery, we provide a progressive curriculum for Religious Education using the Derbyshire agreed syllabus. We provide teachers with unit plans for all year groups and supplement them with Discovery RE units of work for some year groups. The unit plans are detailed and provide objectives which can be met through a wide range of activities – often cross curricular where the children can develop and embed skills such as speaking and listening and art and design.

Our RE teaching begins in Early Years focussing on what children already know and what is special to them. Knowledge and skills are built upon as children move through school. We know our children well and acknowledge that some have had limited experiences of the wider world. We have further enriched our curriculum with trips to places of worship in our local area including local churches and other places of worship. Members of the local Churches support our teaching on Christianity. We use the Open Centre in Derby to support our RE teaching including the use of workshops such as experiencing a Hindu wedding. This enables our children to have experiences that they would not ordinarily have access to in their family lives, making the learning of key skills and information memorable. Children also take part in discussions and activities surrounding religious festivals such as the Nativity, Christingle, Holi, Diwali, Eid, Chinese New Year and Easter. Our Religious Education curriculum is accessible to all of our children, and we provide appropriate levels of support and challenge where it is required. During RE lessons the children will develop skills and knowledge independently but they are also given the opportunity to share and discuss ideas and feelings whilst encouraged to listen to peers to take on other thoughts and feelings.

Curriculum Time and Provision

Foundation Stage 1 (Nursery): Although not compulsory for this age group, religious education will be included in within their provision equating to approximately 5% of curriculum time.

Foundation Stage 2 (Reception): Approximately 30 minutes per week or some shorter sessions implemented through continual provision.

Key Stage One: Minimum of one hour per week

Key Stage Two: Minimum of one hour per week

Breadth of Study

The Derbyshire Agreed Syllabus for Religious Education stipulates the minimum required religions to be studied. Should it be appropriate, based on the cohort or national and international events, further religious traditions may also be incorporated.

Year Group	Religious Areas of Study
Foundation Stage 1 (Nursery)	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
Foundation Stage 2 (Reception)	
Key Stage 1	Christians, Muslims and Jewish people
Key Stage 2	Christians, Muslims, Hindus, Jewish, Sikhs and Buddhists.

Planning

We have created a long term plan which is shared with staff and is available on the school website. We use the Derbyshire Agreed Syllabus alongside schemes of work which have been created by RE Today to fulfil teaching and learning expectations. We have also adapted some units from Discovery RE to cover additional Religions to reflect our school community. These schemes are written in the same format as the purchased schemes of work to ensure that there is consistency in our RE teaching and learning.

Teaching and Learning Styles

At Coppice Primary School and Nursery, we acknowledge the range of learning styles of the children and aim to use adaptive teaching styles to meet the needs of the children. We also recognise that children learn at different stages and we provide suitable learning opportunities for all children by matching the tasks to the ability of the child by:

- Setting open ended tasks which allow for a variety of outcomes at different levels.
- Grouping children in ways appropriate to tasks either by ability or by a mixed range of abilities together.
- Providing a range of resources to meet the ability and needs of the children, adapting them where necessary.
- Using support staff effectively within the classroom to support the learning and development of the children.
- Providing achievable and realistic goals for the children to achieve and extending children to a higher level where appropriate.

Resources

We are fortunate to have a range of resources available to support the delivery of religious education.

Resources are in the RE curriculum store which is accessible to all staff. Resources are organised based on religion and staff are asked to ensure that all items are returned to the correct boxes promptly after use. It is the responsibility of all staff to ensure that resources are handled and cared for in a respectful manner.

School Visits/Visitors

Teachers are encouraged to take children on visits to support teaching and learning wherever possible. Visits will be planned in consultation with office staff and risk assessments completed to ensure the safety of the children.

Where possible, visitors are encouraged to come to school in order to discuss different religions, beliefs and cultures at an age-appropriate level with the children.

These will be planned for in advance and in partnership with the subject coordinator to ensure progression throughout the school.

We work with Derby Open Centre to provide a broad and balanced RE curriculum covering all faiths. The Derby Open Centre provide workshops and visits to places of Worship in Derby.

Impact

Children at Coppice Primary School and Nursery enjoy learning about other religions and why people choose, or choose not to follow a religion. Through high quality RE teaching and learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, RE is invaluable in an ever changing and shrinking world. This is achievable with a new syllabus celebrates differences.

Assessment criteria has been developed in line with the expectations laid out in the Derbyshire Agreed Syllabus. Assessment statements identify what children are expected to know, understand and the skills they should be able to apply related to the attainment targets for each key stage. The Derbyshire Agreed syllabus has been carefully divided into progression of skills. To enable teachers to make an accurate assessment of the children's learning the following takes place:

- Half termly assessments have been created using the objectives that the children should have achieved within a given unit/half term. These are sent to the RE co-ordinator each half term for monitoring purposes.
- Lessons are planned in conjunction with the yearly overview. Units of work are provided to ensure that quality teaching is taking place.
- Class floor books are used to record practical RE learning in all year groups.
- Children's exercise books are marked on a regular basis following the whole schools marking policy.
- RE triangulation monitoring takes place with the subject leader, headteacher and RE Governor on a regular basis.
- Children in the EYFS are assessed against Development Matters within the understanding the world and personal, social and emotional development strands termly. At the end of the EYFS the children are assessed against the ELG's.
- Tapestry is used to record RE learning in EYFS on a regular basis.