



Copnor Primary School

R.E. Policy

Governing Body approval gained in January 2024

Next review January 2025

Policy proposed for adoption by Matt Johnson, Headteacher

Headteacher's signature:

Chair of Governor's signature:

Policy Availability

The policy is available to parents and carers and pupils via the school office. A paper copy is available to parents, carers and pupils on request. Please contact the school's office for a paper copy. School staff can access the policy via the cloud.

Rationale

Religious Education (RE) 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. They 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 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 our 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.

Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Aims

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews, so that they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Express ideas and insights about the nature, significance and impact of religions and worldviews, developing confidence to express their own personal reflections and critical responses.
- Explore, appreciate and appraise varied dimensions of religion or a worldview.
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives
- Find commonality in their own beliefs, values and experiences and those of others, developing tolerance and respect for all.

Provision

The R.E. curriculum at Copnor Primary School is taught in accordance with the legal requirements of the Agreed Syllabus for Portsmouth, Living Difference IV. The skills of religious education in Living Difference IV are the enquiry skills of **Communicate, Apply, Enquire, Contextualise** and **Evaluate**. The Living

Difference IV approach to enquiry in religious education entails teachers bringing children and young people first to explore and share their own experience of particular concepts, before enquiring into related religious as well as non-religious ways of living, represented in Great Britain and beyond.

The law requires that local authority RE agreed syllabuses used in schools that are not designated with a religious character which 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. Therefore, in their time at Copnor Primary School, children will explore Christianity and at least two other religions. In Upper Key Stage 2 a non-religious world view may also be explored.

The RE curriculum has been devised and will be delivered to ensure that the following coverage is achieved across the three terms:

- Reception classes: approximately 36 hours per year
- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year

EYFS provision (Reception)

RE curriculum planning for Reception year children in the Foundation Stage should ensure continuity and progression in children's learning towards and throughout Key Stage 1.

Each unit of work for RE in a Reception class will be an enquiry into the children's experience of a concept and link strongly to the EYFS characteristics of learning. Concepts that are particularly appropriate for Reception children might be **belonging, celebration** and **specialness**. These concepts provide a basis to the development of understanding in the remaining key stages and are readily accessible in the context of children's experiences. There will be additional opportunities to explore concepts further during child-initiated learning.

Planning will include at least two units relating to a Christian context and two units which focus on the religions explored within Key Stage 1. Five to six units of work are taught annually. The cycle of enquiry offers opportunities for both adult-led and enhanced, child-initiated learning.

Key stage 1

Children in Key Stage 1 will continue to explore and reflect on their own way of life and feelings about this and also continue developing an understanding of religious and non-religious ways of living. They will continue to be encouraged to ask questions and recognise that different people may respond in different ways to their questions. Children should be encouraged to explore and share their own experiences of the concepts studied. In this way they will begin to attend to other people's experiences of concepts found in religious and non-religious ways of life.

At this key stage the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts common to all people where children will engage within their own experience. These concepts are also evident in religious ways of life, for example **happy, sad, remembering** and **thanking**. Towards the end of the key stage children should begin to explore concepts that are shared across many faith narratives. Children will be introduced to terms specific to religions (e.g. Shabbat) but the focus for enquiry into concepts will be rooted in their own experience (for example, **celebrating** is the focus concept but Shabbat is a Jewish example of this).

Key Stage 2

During Key Stage 2 children will develop their dispositions and skills for enquiry further, which enables them to have a more mature understanding of different religious traditions. They should now be able to identify and make their own responses to some of the issues that arise in their own and others' experience with regard to living a religious or non-religious life. They should be encouraged to develop their ability to ask and pursue more perceptive and complex questions.

As Key Stage 2 progresses, children usually have a broader range of experiences to draw on for their enquiries. They will continue to engage with concepts that are common to all people, for example **freedom, authority** and **sacrifice**, as well as investigate concepts that are shared by many faith narratives for example **holiness, pilgrimage** and **rites of passage**. Through their enquiries, children will also encounter concepts distinctive of particular religions, for example **Trinity, Moksha, and Mitzvot**.

At Copnor we deliver an inclusive RE curriculum this is accessible for all and aim for children to develop a balanced world view. However, parents do have the right to withdraw their children from parts of, or all, R.E lessons if they wish. We encourage parents who are considering this to contact the Head teacher to discuss this action and find out more about the syllabus on offer.

SEND

Teachers will always be sensitive to, and aware of, the distinctive needs of individual children with SEND and will use the material most appropriate to the educational and developmental needs of the children, as well as their interests. Responses will be recorded in a variety of ways, not just through written work. Teachers should also be aware that some children and young people with SEND may find certain areas of the cycle of enquiry particularly challenging. Their level of engagement may, therefore, be different at various stages of the cycle. For example, children and young people with social and/or communication needs may find it more difficult to engage with the Evaluate stage of the cycle.

All teachers will use an inclusive approach to teaching, including practical and inclusive devices, such as role play, art, cooking, artefacts, visitors and ICT.

More Able Children

Those children identified on the register will, where appropriate, have activities/discussion that encourages them to develop their gift within the subject.

Assessment, Recording and Reporting

Assessment is carried out half-termly by measuring children against End of Year expectations for their year group. Ongoing assessments are completed both during and after a lesson/series of lessons. The children are judged at the end of the year as to whether they are working below the age expectations for their year group (WTS); working at the age expectations for the year group (ARE); or working at greater depth within the expected standards (GDS). Where a child is working below the expected standards for a year group, then this will be communicated by indicating which year group the child is working within e.g. a Year 4 child working towards the standards in Year 2 would be recorded as 2WTS.

Monitoring

The day-to-day monitoring of RE at Copnor Primary School is carried out by the subject leader. This is further monitored by the Senior Leadership Team through regular learning walks, book moderations and pupil conferencing.