



Religious Education Policy

This policy outlines the guiding principles by which Gaskell Community Primary School will implement Religious Education in accordance with statutory requirements.

Our rationale for teaching Religious Education:

This policy has been created by staff and Governors to ensure consistency and progression in the school's approach to Religious Education, enabling children to develop their understanding of Christianity and other major world religions in order that they develop tolerance and understanding of the local, national and global communities in which they live.

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Gaskell Community Primary school provides Religious Education in accordance with the agreed local syllabus using an enquiry based learning approach in order to develop a deep academic knowledge as well as understanding and tolerance.

Our teaching aims:

Through the provision of Religious Education at Gaskell Community Primary School we aim to:

- ✚ Provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- ✚ Develop pupils' knowledge and understanding of Christianity, other principle religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- ✚ Encourage pupils to explore their own beliefs, (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- ✚ Build resilience to antidemocratic or extremist narratives.
- ✚ Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- ✚ Teach pupils to develop respect for others, including people with different faiths and beliefs, and to help challenge prejudice.
- ✚ Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society.
- ✚ Encourage empathy, generosity, tolerance and compassion.
- ✚ Develop a sense of awe and wonder in the world in which our children live.
- ✚ Promote an understanding, tolerance and acceptance of the diverse nature of our communities; the school community; the community within which the school is located; the national community; and the global community.

- ✚ Promote an ethos of respect for others, challenge stereo-types and build understanding of other cultures and beliefs.
- ✚ Promote a positive and inclusive school ethos that champions democratic values and human rights.
- ✚ Value own and others opinions and beliefs.

How Religious Education is structured through the school

Gaskell's curriculum for Religious Education is based on the enquiry based Learning Challenge Curriculum. It ensures coverage of the Bolton Statutory Scheme of work for Religious Education and in doing so meets the statutory requirements.

Children study two main faiths throughout their time at Gaskell developing a deep understanding as well as an academic base of both faiths. These are enhanced by making links with additional faiths, developing both understanding and academic knowledge which is built on from the Early Years Foundation Stage until they leave the school in Year 6.

	EYFS	KS1	LKS2	UKS2
Main Faiths	Christianity Islam	Christianity Islam	Christianity Islam	Christianity Islam
Additional faiths	Hinduism	Hinduism	Hinduism Judaism	Hinduism Judaism

Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 plan coverage on a two year cycle. Teachers plan Big Questions together and ensure there is appropriate differentiation for every child, irrespective of age or ability. This allows them to ensure enhancement and enrichment opportunities are planned and they are able to build shared experiences in for the children such as religious visitors, drama or visits to religious places and buildings.

Equal opportunities in Religious Education:

Religious education is taught within the guidelines of the school's equal-opportunities policy.

- + We ensure that all our children have the opportunity to gain religious education knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- + Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- + We aim to teach religious education in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- + We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- + We value religious education as a vehicle for the development of language skills, and we encourage our children to talk constructively about their religious education experiences.
- + In our teaching, religious education is closely linked with literacy, mathematics and computing.
- + We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- + We recognise that the philosophical questions posed by religious education may strongly engage our gifted and talented children, and we aim to challenge and extend them.

Expectations:

Expectations for the end of year groups and key stages are set out in the school curriculum map for Religious Education. Children are expected to develop an understanding which covers aspects of; knowledge and understanding; expressing and communicating; gaining and deploying skills. (See RE Curriculum Map)

Assessment:

Learning is focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. We use a number of tools to assess and monitor children's learning.

- Children's work is monitored and assessed on a termly basis to ensure breadth and coverage in line with school policy.
- Child interviews take place throughout the year to ascertain children's views on the subject.

Monitoring:

The learning, teaching and achievement in Religious Education are monitored using a range of strategies by the subject leader, phase leaders and the Senior Leadership team. Monitoring activities include: work scrutinies, planning scrutinies, lesson observations, pupil interviews and learning walks.

Review:

This policy will be reviewed by the Subject Leader and the Senior Leadership team then presented to Governors before being formally adopted by the school.

Date for next review of this document September 2019.

Written by: Helen Hewitson

Date: February 2015

Reviewed: November 2015 by Vicky Turner

Reviewed: November 2016 by Glenda Bertenshaw

Reviewed: September 2017 by Glenda Bertenshaw

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