



**Branscombe CE Primary School, Broadhembury CE Primary School,  
Farway CE Primary School, Littleham CE Primary School and  
Woodbury Salterton CE Primary School**

**Policy for Religious Education**

Responsible for review	
------------------------	--

Due for review: Spring	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2021			
2022			
2023			

**Introduction**

Within the Jubilee with Pebblebed Federation, Branscombe C of E Primary School, Broadhembury C of E Primary and Littleham C of E Primary School are Church of England Voluntary Controlled primary schools and Farway C of E Primary School and Woodbury Salterton C of E Primary Schools are Voluntary Aided primary schools. Within these specifically Christian environments, we aim to enable children to develop spiritual understanding, to begin to comprehend what it means to be a person of faith, and to accept and value those whose commitments, values and ways of life are different from their own.

Religious Education makes a significant contribution to pupils' spiritual, moral, social and cultural development as well as providing important opportunities to explore British Values. Religious Education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

The teaching of Religious Education in our five schools is underpinned by the schools' vision statements.

In the Jubilee Hub of the Jubilee with Pebblebed Federation, this Vision Statement is:

*“Be who God meant you to be and you will set the world on fire.”*

In the Pebblebed Hub of the Jubilee with Pebblebed Federation, this Vision Statement is:

*“Inspiring one another to live life in all its fullness.”*

Religious Education has a key role to play in our whole federation curriculum intent:

*To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in the wider British, European and global contexts.*

## **Aims and Approach**

Religious Education is taught as discrete lessons following the Devon and Torbay Agreed Syllabus 2019-2024 which incorporates Understanding Christianity. In keeping with this syllabus, the principal aim is:

*To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

In the Jubilee with Pebblebed Federation, knowledge, understanding and skills are developed through an enquiry-based approach, with each sequence of work focused around a key question. Children will be encouraged to explore their own and others' responses to that question. Our teaching and learning approach for R.E. has three core elements: making sense of beliefs, understanding the impact and making connections. These elements are woven together to provide breadth and balance within teaching and learning about religion and beliefs. We teach the world religions as living faiths and enhance the children's learning through visiting places of worship in the local community and inviting members of different faiths into our schools, not only to bring the children's learning alive but to help recognise and respect the diversity of our local and global communities.

Our approaches to teaching include:

- In depth studies of the religious traditions of the following groups: Christians, Jews, Hindus and Muslims as well as the non-religious views of Humanists.
- Teaching through both systematic and thematic units. Systematic units allow in depth studies of different faiths and world views and thematic units enable the pupils to make comparisons between beliefs.
- Pupils will be explicitly taught relevant religious vocabulary relating to their investigations, so that they may be able to understand increasingly complex and abstract ideas and also be able to clearly articulate their own personal beliefs, ideas, values and experiences.
- Enhancing children's learning through visiting places of worship in the local community and through inviting members of different faiths into our school. Alternatively, where this is not possible, children will be encouraged to engage with a living community of believers through second-hand sources, such as videos, interviews, letters, emails or diaries.
- Providing opportunities for children to express their thoughts through creative activities, such as drama, music, writing poetry, creative art, design and technology, written and oral questioning, class and group discussion or debate and different styles of writing and communication.
- Artefacts will be used to explore religious beliefs and practices and support children's engagement in the subject. Teachers will model to children how to treat these with appropriate care and respect.
- Making links between Religious Education and other areas of the curriculum, including Collective Worship.

Pupils will be given opportunities to:

- Read or listen to stories from a range of religious traditions and explore how these are linked to celebrations, festivals and practices.
- Identify the key points in life stories of important religious figures.
- Name and describe the functions of key objects, symbols, people, places and events.
- Talk or write about religions, identifying to which religion key aspects belong.
- Show an understanding of what it means to be a person of faith, in terms of beliefs, practice and values.
- Explain some of the interpretations of symbols, stories and language used by believers.
- Recognise that different religions share similar features: eg. beliefs, values, holy books and places of worship.
- Make comparisons based on key features.

- Understand the significance of the key teaching of the religions they have studied.
- Interpret sources from different religions, such as religious texts, explaining the significance of these to believers and how they might be interpreted in different ways.
- Understand why certain things are right and wrong and how moral values may be embodied in religions.
- Examine how and why people put their beliefs into practice in their religious observances as well as in their daily lives and actions.

### **Planning**

In each school within the Jubilee with Pebblebed Federation, teachers will plan their Religious Education sequence of work from the Devon and Torbay Agreed Syllabus 2019-2024 according to a rolling programme. The Jubilee Hub (Branscombe, Broadhembury and Farway C of E Primary Schools) work from the same rolling programme, while Littleham C of E Primary School and Woodbury Salterton C of E Primary School each have their own rolling programmes, reflecting the different structures of the schools' classes. In line with the legal requirements, the R.E. teaching will focus the majority of time to content relating to Christianity.

### **Key Skills in R.E.:**

As well as developing children's knowledge and understanding, teaching in R.E should seek to develop children's skills in:

- Investigation and enquiry: finding out what people believe, how their beliefs affect the way they live and different ways people express their beliefs.
- Communication: sharing their ideas and those withing religions and beliefs in a lively, informed way including different styles of writing, oral contributions and use of ICT.
- Interpretation: recognising and talking about religious symbols, stories and sacred texts.
- Analysis and evaluation: developing their own views and ideas, recognising the views of others.

### **Attitudes in R.E.:**

As with skills, R.E. has a number of key attitudes it seeks to promote. These include:

- Self-esteem: so that every child feels valued and significant.
- Respect: including being sensitive to the beliefs, feelings and values of others.
- Open-mindedness: being willing to learn and gain new understanding.
- Appreciation and wonder: developing children's imagination, spirituality and curiosity.

R.E. also provides an important opportunity to explore British Values, including :

- Democracy: all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children learn about the importance of each individual in religious traditions.
- Rule of Law: all people are equal before the law. Children have the opportunity to learn about and consider how and why people adhere to a range of different rules and laws.
- Individual Liberty: children consider the rights of every individual to choose what they believe and consider the answers to life's big questions.
- Respect and Tolerance for the beliefs of others: by learning more about different religions and beliefs and in particular by considering the similarities between different religious traditions, children are encouraged to develop an appropriate attitude of respect and learn how to demonstrate this respect in the way they relate to those of different faiths and their traditions.

### **Assessment, Recording and Reporting**

At the beginning of each term parents are provided with an outline of which topics will be covered in each curriculum area including R.E. Our end of year reports to parents include a section on R.E.

The assessment, recording and reporting of pupils' progress in R.E. will be conducted in a way which is consistent with the school's assessment procedures, however, it will recognise that whilst knowledge can be assessed, there will be aspects of pupils' work which it would not be appropriate to assess. For example, it would not be appropriate to assess matters which pupils may wish to keep to themselves.

This means that pupils should never be pressurised into disclosing personal or private information, and no assessment or judgement should be made of their willingness or unwillingness to do so.

Teachers assess children's progress across each sequence of learning by completing formative and summative assessment tasks at the beginning and end of each unit of work. Teachers use questioning throughout lessons as a way of assessing children's knowledge and understanding, enabling appropriate differentiation of tasks and expectation. Questions are also used by teachers in their marking comments to prompt children to reflect and deepen their understanding.

All of these assessment tasks are used to inform half-termly summative assessments at the end of each sequence of work, linked to the assessment criteria in the Devon and Torbay Agreed Syllabus for RE 2019-2024. At the end of each term, children's progress is tracked against end of phase learning outcomes. This assessment proforma is saved on the staff shared drive. A developmental tracker proforma is used by staff to consider the children's continuous spiritual journey.\*

This enables teachers to identify whether there are particular areas within the curriculum in which children are or are not making progress and to adjust planning accordingly to ensure appropriate coverage of the different core elements so that children make good progress towards end of phase outcomes.

\*Spirituality Definition - In the Jubilee with Pebblebed Federation, we consider that attending to the spiritual affirms children for who they are, rather than what they achieve so that they become well rounded and ready to take their place in society - fulfilled, happy, spiritually aware and emotionally engaged. We believe that spirituality is the awareness of something both within ourselves and outside of ourselves; a search for meaning; an awareness of the God of the transcendent; a deep awareness of the natural world; an understanding of the centrality of love, friendship and mutual respect; a search for meaning. Spirituality is a thread which runs through every part of school life and every aspect of the curriculum. We need to encourage children to express their spirituality through language, silence, creativity and action.

### **Equal Opportunities**

Every child is entitled to be taught Religious Education, regardless of age, culture, gender, background or special need or disability. R.E. develops a balanced view of the multicultural society in which we live, without compromising the faith, non-faith or cultural background of any pupil.

### **Rights of Withdrawal**

We firmly believe that Religious Education is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of R.E. on the grounds of conscience. Parents should contact the Executive Headteacher if they have any concerns about R.E. provision and practice at the school. A request should be made in writing to the Executive Headteacher if a parent wishes to withdraw their child from Religious Education lessons. Appropriate provision will be made for any children who are withdrawn from R.E. to ensure their safety and they will be given alternative learning tasks to complete during this time.

### **The contribution of R.E. to the wider curriculum**

Whilst R.E. has its own distinctive subject matter, it does make an important contribution to other aspects of children's learning and especially to their spiritual, moral, social and cultural development.

*R.E. contributes to children's spiritual development by providing opportunities for them to:*

- Discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learn about and reflect on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Value relationships and developing a sense of belonging.
- Consider how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Use imagination and creativity in their learning.

*R.E. contributes to children's moral development by providing opportunities for them to:*

- Recognise the difference between right and wrong and readily apply this understanding in their own lives, recognising legal boundaries and in doing so, respecting the civil and criminal law of England.
- Develop their ability to value themselves and others.
- Explore the influence of family, friends and other sources on moral choices.
- Consider what is of ultimate value both to children and within religious traditions.
- Develop an understanding in key beliefs and teachings in religion and values and moral choices.
- Consider ethical issues, especially justice, which promote racial and religious respect and develop their ability to understand the viewpoints of others on these issues.
- Reflect on the importance of rights and responsibilities and developing a sense of conscience.

*R.E. contributes to children's social development by providing opportunities for them to:*

- Consider how religious and other beliefs lead to particular actions and concerns.
- Reflect on the importance of friendship and positive relationships.
- Use a range of social skills in different contexts, for example working with other pupils, including those from different religious, ethnic and socio-economic backgrounds and interacting with visitors or those they visit who may represent these communities.

*R.E. contributes to children's cultural development by providing opportunities for them to:*

- Encounter people, stories, artefacts and resources from differing cultures.
- Promote respect for all, combating prejudice and discrimination.
- Challenge stereotypes of religion and beliefs.
- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

*R.E. contributes to children's language development by providing opportunities for them to:*

- Acquire and develop a specialist vocabulary.
- Communicate their ideas with clarity.
- Listen, debate and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

## **Conclusion**

In essence we are aiming to help our children develop respect and sensitivity for all people, to understand more about the importance of religion in today's world and to embark upon their own spiritual and faith journey.



