



Springcroft Primary School

Religious Education Policy

Date Adopted: January 2025
Author/owner: Springcroft Primary School
Anticipated Review: Autumn 2026

Approved	Signature	Date

Our Mission Statement:

The place to learn, the place to succeed, the place to make friends, the place to grow.

The Legal Framework

Religious Education (RE) is provided as part of the basic curriculum for all pupils attending Springcroft Primary School. Parents have the right to withdraw their children from all or part of RE and are not obliged to state their reasons for withdrawal. Our school RE curriculum follows the Staffordshire Agreed Syllabus. In Key Stage 1 we are required to teach 36 hours per year and in Key Stage 2 we are required to teach 45 hours per year.

Our Aims and Rationale

Religious Education at Springcroft Primary School should help pupils to:

- Be successful learners who enjoy learning, make progress and achieve
- Be confident individuals who can live safe, healthy and fulfilling lives
- Be responsible citizens who make a positive contribution to society
- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions
- Provide opportunities to reflect upon the world around them
- Develop their own beliefs, values and ideals in the light of their experiences
- Develop an understanding of religious traditions and to appreciate the cultural differences of Britain today
- Develop respect for and sensitivity to others, their beliefs and lifestyles and to celebrate the diversity in our ever-changing society

These aims help to promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. (See appendix 1)

At the same time, Religious Education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live. We live in an increasingly diverse society, religiously and culturally. Religious Education plays a special role in preparing pupils to flourish in this complex world. Educating pupils to live well in a culturally and religiously plural society means that they must learn how to navigate difference and diversity. This will often mean reflecting on views and behaviours that they have previously not encountered, and which may not correspond neatly with their own views and understandings of the world. Religious Education therefore not only enables pupils to build up a core basis of relevant knowledge and insights but also supports them as they explore the “big questions” about life and formulate and express their own views and values. It also challenges pupils to recognise and confront negative attitudes towards diversity, both in society at large and within themselves.

Our Curriculum

The National Curriculum and the Staffordshire Agreed Syllabus offer many opportunities to ensure that RE fulfils its potential to challenge and inspire all learners with questions, concepts and processes matched to their capacity. Each unit of learning at Springcroft is focused around a ‘Big Question’ which children should be continually drawn back to throughout the unit.

The intended outcomes of RE at Springcroft are that through these three themes of **exploring, engaging** and **reflecting**, pupils should:

- Acquire an increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms.
***Exploring religious beliefs, teachings, and practices** – acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals, and symbolism that offer an insight into religious and secular experiences.*
- Acquire a developing capacity to engage with ultimate questions considering the views of religious and non-religious groups and world views and to formulate their own sense of identity and values.
***Engaging with fundamental questions** that are raised by life and its experiences, by expressing and evaluating their personal responses to such questions. Gaining skills to be able to relate to things taught and discussed to their own experiences.*
- Develop a growing range of the social, spiritual and emotional skills appropriate to living in an increasingly diverse society, religiously and culturally. ***Reflecting on the content taught, their own beliefs and views and the diversity of belief of different faiths. Developing skills of analysis, self-awareness and choice.***

Over each Key Stage, learning incorporates six broad dimensions of:

- Beliefs teachings and sources
- Practices and ways of life
- Expressing meaning
- Identity diversity and belonging
- Meaning purpose and truth
- Values and commitments

Each key stage involves the study of the beliefs and practices at the heart of Christianity. Alongside Christianity, Islam also features throughout.

Early Years Foundation Stage

Pupils have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. When choosing examples to explain, teachers bear in mind the fact that the religious traditions in Great Britain are, in the main, Christian, whilst considering the other principal religions. Giving young children familiarity with the major faiths and a wide religious vocabulary raises awareness of the diverse nature of the world around them and provides a structure in which to develop their learning at a later stage. Major festivals and special times are celebrated and consideration given to the faiths within each cohort through the area of Understanding of the World.

Key Stage 1

Pupils focus on Christianity and one other major faith to illustrate the key concepts being studied. Teachers also draw on examples from other major faiths where examples of belief and practice better illustrate the concept being investigated.

Key Stage 2

Pupils focus on Christianity and two other faiths to illustrate the key concepts being studied. Springcroft takes into account the religious profile of the school and the local community as well as national and international issues. Teachers also draw on examples from other major faiths where examples of belief and practice better illustrate the concept being investigated.

Across Key Stage 2 pupils are taught about Christianity, Islam, Sikhism, Hinduism and Judaism. The focus of this is clearly identified on the medium-term unit plans and subject lead's long-term plan.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religions and from religion and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the topics studied and enable children to build on their own experiences and extend their knowledge of religious traditions. The teaching of RE may be taught as a weekly lesson, fortnightly or as a block, as long as the yearly time allocation is fulfilled. A variety of teaching styles and approaches are used, responsive to the needs of the pupils. These may include whole class teaching, group work, paired work and independent work. Recording may be written, or verbal and the use of photographic/video evidence may be used. To ensure challenge for all, teachers include differentiated opportunities in their planning as appropriate using their professional judgment and knowledge of their class. This may be by task, recall, outcome, recording format, support or time.

Cross Curricular Links

Wherever possible, links are made to other subjects. The teaching of RE lends itself, in particular, to English, Art, PSHE, Geography and British Values. It is the teacher's decision as to how this can be best planned and managed in that year group, based on the needs of the pupils and the other topics being studied. There may be opportunities for specifically timetabled thematic days, events that focus on a particular dimension to which RE contributes: educational visits; using experts from outside of the school to stimulate discussion and debate in assemblies or with specific groups of learners.

Assessment, Recording and Reporting

Formative assessment is used to guide progress of individual pupils and inform on future learning. It is carried out informally by the teacher during their teaching. Feedback is given to pupils through marking or discussion of work. Work may be recorded in a variety of ways including writing, poetry, art, dance drama, music or pictorially. Where no written

work or visual art is produced, evidence could be provided by photographs or video if appropriate. Reporting to parents is done on an annual basis through school reports and/or at open evenings throughout the year.

At the end of each unit pupils complete a piece of work centered around the 'Big Question' for the unit. Teachers record for their own purpose which pupils are WTS, EXS or GDS. (Entrust unit plans support this by indicating what is expected at each level). At the end of the school year, the teacher can use these informal recordings to make an overall judgement of WTS, EXS or GDS. Page 24-28 of the Staffordshire Agreed Syllabus supports this judgement.

Equal Opportunities

All pupils, irrespective of ability, gender, disability, EAL or ethnicity, are entitled to an education that will provide the opportunity for them to develop, to the best of their ability, a competence in all aspects of RE. Staff provide a variety of experiences/activities during a course of study and during a lesson, employing teaching methods and resources that allow all pupils to have equal access to RE and to experience success and enjoyment in their work. Provision for children with SEN and those who are working at greater depth, will be addressed through the planning process. RE provides a key context for children and young people to develop their understanding and appreciation of diversity through the study of religious and non-religious beliefs. It helps to promote shared values, respect for all, and to challenge racism and discrimination.

Collective Worship

Children have regular assemblies led by the local church, they also include assemblies led by the 'Open The Book' team which bring Christian Bible stories to life through role play, drama and interactive activities.

During these assemblies children are invited to join in songs, prayers and reflection. All children attend these assemblies unless withdrawn by parents and interaction with songs, prayers and worship elements are left to child choice. Staff members also lead religious themed assemblies covering most major festivals and celebrations.

School Values

We believe that our Springcroft values underpin what we do and why we do it. Integrity, collective responsibility, creativity and resilience all feature and are important in our RE curriculum

Appendix 2 outlines examples of this.

Monitoring and Review

The subject leader will oversee the continuity and progression through long and medium term plans. They will monitor the quality of teaching and learning through lesson observations and book scans. They will carry out regular pupil interviews and feed back to staff after doing so. They will review resources and support colleagues where necessary.

Appendix 1

British Values and RE at Springcroft.

Effective teaching and learning in RE will provide a range of opportunities for pupils to engage with and think about British values.

RE addresses universal human values, worldviews, the importance of human dignity, fairness, trust, respect, justice and freedom. Giving pupils regular opportunities to learn about different cultures and beliefs will reinforce messages of respect and tolerance in British values. RE at Springcroft promotes the different strands of the British values agenda in the following ways.

Democracy

- The RE classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil.
- Children are prepared for growing up in a democratic society
- Children are given opportunities such as voting, child choice, pupil voice.
- A range of views, perspectives and attitudes are shared and discussed.
- Pupils take part in discussions and feel able to voice their opinions, thoughts and beliefs.
- Debates can be used as a tool for opening up discussions.

The Rule of Law

- In RE pupils examine different codes for living and consider the value of the rule of law where all people are equal.
- Children learn the importance that different faiths place on rules.
- Pupils should be able to distinguish between faith rules and state law.
- Recognise similarities between these and similarities across faiths.
- Pupils will grasp the importance of fairness, justice, equality and order.

Individual Liberty

- The Right to believe, act freely and express oneself freely.
- Pupils are encouraged to be independent learners, make choices, within a safe and supportive environment.
- It is the right of the parent to withdraw their child from RE.
- Pupils will study religious and non-religious world views.
- Examine important questions that may relate to personal identify.
- How do people choose to interpret their faith and what impact does this have on the ways they live?

<p><u>Mutual respect</u></p> <ul style="list-style-type: none"> • Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions of others. • Mutual respect is taught and given when children are expressing their opinions and beliefs. • Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child an opportunity to share these on and an expectation that these will be listened to. • It is vital that our pupils have a sense of respect for those who hold a faith or belief regardless of their own position. • Pupils are encouraged to air any disagreement of faith or belief with dignity and to respect the right of the other to hold their own views.
<p><u>Tolerance of those of different faiths and beliefs</u></p> <ul style="list-style-type: none"> • Children consider questions about identity and belonging. • Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. • Class assemblies and whole school assemblies also help to contribute to the knowledge of special occasions, beliefs and customs. • RE can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs. • Celebrating diversity • Encouraging attitudes of respect and trust

Appendix 2

<u>Integrity</u>	<u>Collective responsibility</u>	<u>Resilience</u>	<u>Creativity</u>
<ul style="list-style-type: none"> • Doing the right thing...Morals and principles underpin the major faiths – 10 commandments 5 pillars of Islam, 5 K's of Sikhism etc 	<ul style="list-style-type: none"> • Respect • Understanding • Empathy • Engagement in our multi-faith community both locally and worldwide 	<ul style="list-style-type: none"> • How faith supports people through difficult times in life • Resilience to understand that other people have different beliefs and views AND this is OK • Faith stories which include strands of resilience such as parables, stories form the Qur'an such as the story of the fisherman, Hinduism- gods and goddesses of strength, courage and resilience. • The use of prayer. 	<p>How do we teach RE creatively? music, drama, dance, stories, actions.</p> <p>How do believers express their faith?</p>