



PRIMARY SCHOOL

'Attainment through Caring, Challenge & Creativity'

Birkdale Primary School

Religious Education Policy

This policy was updated April 2023



The Aims of Religious Education at Birkdale Primary

Principal Aim

Religious Education (RE) explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, and reflect on their own ideas and ways of living.

The threefold aim of RE for the Sefton locally agreed syllabus elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:

- explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all

- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives. Teachers should consider how their teaching contributes towards the principal aim of RE and how they help pupils to achieve the threefold aim above.

At Birkdale Primary we seek to address these aims by providing each child with the opportunity to widen their religious awareness at their own personal level of development and understanding. This is achieved through two differing, yet complementary approaches. R.E. is implicit in the basic curriculum and general ethos of the school. Its relevance is indicated and developed in other curricular areas, not only complementing, but often adding a deeper significance to what is learned.

Legal requirements

At Birkdale Primary we follow the Sefton Agreed Syllabus for Religious Education. This Agreed Syllabus has been created for Sefton SACRE and approved by Sefton Council. It provides a syllabus for religious education for Sefton schools.

Religious Education at Birkdale Primary School will be provided in line with the legal requirements.

These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the Sefton locally agreed syllabus

Time Allocation

The Sefton Agreed Syllabus states the following time allocations for Religious Education. This information has been shared with teaching staff and senior leadership team at a staff meeting. In Key Stage One and Two, RE is taught in a clearly identifiable time. Pupils are encouraged to talk about what RE means and why we learn it. In EYFS, teachers are able to indicate the opportunities they are providing to integrate RE into children's learning.

EYFS	36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
KS1	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
KS2	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Curriculum time is distinct from the time spent on collective worship or school assembly. Assemblies are an integral part of school life when everyone comes together. This is time for celebration and reflection as well as an opportunity to explore our morals, spirituality, culture and society.

Resources

Currently, RE resources are kept in a central store and teachers are free to borrow any materials or books they require. Additionally, a range of diverse and religious fiction and non-fiction books can be found in the library for children to choose to read for pleasure or teaching staff to utilise for teaching.

What Religions and Worldviews are to be taught?

This Sefton agreed syllabus requires that all pupils study Christianity in each key stage. In addition, pupils will study the principal religions represented in the UK, in line with the law. Non-religious worldviews, including 'organised' examples such as Humanism, will also be the focus for study in upper Key Stage Two.

EYFS	Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.
KS1	Christians and Jewish people
KS2	Christians, Muslims, Hindus and Jewish people

It is important that all staff are aware of the use of language Christians rather than Christianity, Muslims rather than Islam. This is to reflect the fact that RE starts with encounters with living faiths rather than the belief structures of traditions.

This also recognises the diversity within and between people of the same and different religions.

As a school, we make way for the worldviews of the community and ensure a range of worldviews are explored through assemblies and the use of our pupil voice sessions. Through our termly pupil voice sessions, pupils are given the chance to express their ideas on previous and future whole school celebration days and the day to day teaching of RE. Subject leaders address and act on this feedback to influence the future planning of celebration days and curriculum content.

Good practice in RE, has established the principle that RE in schools without a religious character should be inclusive of both religious and non-religious worldviews. At Birkdale Primary, teachers and subject leaders ensure that the content and delivery of the RE curriculum are inclusive in this respect. In addition to the religions required for study at each key stage, non-religious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different worldviews.

Teaching and Learning Strategies

We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way. We aim to ensure Religious Education is taught through Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Our whole school celebration days allow pupils and teachers to celebrate and learn in a way that is suitable to their own class and utilise their own cultural experiences. Pupils of all backgrounds are encouraged to talk openly in dialogue with others about their own experience of life.

Inclusion

Children are given access to Religious Education irrespective of ability, race and gender (see Equal Opportunities Policy). Teachers are responsible for the learning of all children in the class and refer to the subject adaptation guidance provided by the SENDCO.

Assessment

We assess children's work by making informal judgements as we observe them during each R.E. lesson. On completion of a piece of work, the teacher marks the work in accordance with the marking policy. When all of the learning outcomes to address the key question have been taught, the teacher will assess children's knowledge and understanding of what they have learnt based on the outcomes.

The Subject Leaders

- Takes the lead in policy development and reviewing the schemes of work designed to ensure progression and continuity in their subject throughout the school.
- Supports colleagues in their development of lesson plans, the implementation of the scheme of work, and in assessment and record keeping activities.
- Monitor progress in their subjects.
- Take responsibility for the purchase and organisation of central resources for their subject.
- Is given release time to allow them to support colleagues in the classroom.
- Is expected to keep up-to-date through reading and attending relevant courses.
- Termly meetings are arranged with Link Governors to discuss Action Plans and current progress within this subject.

Updated by Miss E Mullin and Mrs J Jones (RE Subject Leaders) April 2023.