

Stradbroke Primary Religious Education Policy



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
Stephen Nash	Sep 2023	Sep 2025	SLT

Religious Education

Religion and beliefs inform our values and are reflected in what we say and how we behave. At Stradbroke, the teaching of Religious Education (R.E.) aims to develop the children's knowledge and understanding of the religions and beliefs which form part of our everyday society. Here, Religious Education, provides thought-provoking questions about the ultimate meaning and purpose of life including beliefs about God, ones self and the nature of reality.

R.E. also prepares children to become responsible citizens in the wider community as it plays an integral role in promoting mutual respect and tolerance in a diverse society. It offers opportunities for children to reflect on their own values and enables them to deepen their understanding of the significance of religion in the lives of others within their community.

Legal Requirements

In accordance with the Education Act 2002 80 (1), all maintained schools must provide a provision for Religious Education. The provision should be available for all registered pupils at the school except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998. The provision should sit within a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. R.E. must also be taught in accordance with the L.E.A. Agreed Syllabus, produced by the SACRE [Standing Advisory Council for Religious Education].

Aims

In accordance to Sheffield SACRE Religious Education Syllabus 2019, Religious Education aims to:

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. Therefore, developing pupils' knowledge and understanding of Christianity, other principal 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. This also builds resilience to anti-democratic 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.
- Develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Time Allocation

In line with the DfE guidance, Sheffield L.E.A guidance states that in schools, a minimum 5% of curriculum time is required for teaching R.E. To accommodate this, the following recommendation is provided:

Reception and Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision).

Key Stage 2: 45 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of R.E. days).

This does not include Collective Worship.

Planning

R.E. is planned in year groups using the Sheffield SACRE Religious Education Syllabus 2019. Teachers also aim to incorporate R.E. learning in line with religious festivals and celebrations throughout the school year (e.g. learning about Christian beliefs at Christmas time). Pupils learn in depth about Christianity and two other religions in each year group so that all the major religions are taught during a child's school life.

At Foundation Stage, the children follow the Early Years Foundation Stage (E.Y.F.S.) curriculum to develop a wider understanding and appreciation of different cultures and beliefs.

Assessment

Children will be formatively assessed by their teacher throughout the school year using the school's PITA criteria (see Assessment Policy for more information). Judgements will take into account children's understanding of the topics covered; their personal development; and their ability to reflect on their own values, and those of others in a respectful manner.