



## Queensway School Religious Education Policy

### Aims

Our aims of RE at Queensway are that pupils will:

- A Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals
  - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably 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 or a worldview.
- C Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and 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 beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

*These aims are taken from 'A Curriculum Framework for Religious Education in England and Wales (Religious Education Council 2013).'*

### Context

- Queensway Primary School is a large primary school, serving children in the age range of 3 to 11 years
- We deliver Religious Education (RE) in line with the Oxfordshire Agreed Syllabus 2023
- Queensway recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At Queensway we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

### **Legal requirements**

RE at Queensway will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6 but does not include children in Nursery classes. However, at Queensway, pupils in Nursery also take part in RE through Understanding the World and PSED.
- reflecting 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.
- teaching RE in accordance with the Oxfordshire Agreed Syllabus.

### **Place in the curriculum**

The National Curriculum states the legal requirement that:

All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their curriculum by subject and academic year online.

(DfE, The National Curriculum in England: Framework Document, July 2013, p.4)

We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE. On occasions when strong cross-curricular links cannot be forged with other subjects, RE is taught as a discrete subject.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

### **Learning and Teaching**

During the Early Years Curriculum, children receive their Religious Education through a range of activities and experiences linked to the Understanding of the World and PSED strands of Development Matters. Our children begin to explore religion in terms of special people, books, people and occasions. Staff ensure that opportunities are planned to celebrate and learn about religions and customs that reflect the backgrounds of pupils in their classes. Children are encouraged to use their senses whilst exploring religions and have time to reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

In KS1 and KS2, Religious Education is taught as a discrete subject and represents approximately 5% of the timetabled hours. Sometimes this is taught as a weekly slot on the curriculum and on other occasions it is blocked for a unit of exploration. RE is also taught through assembly and PSHE lessons when values, beliefs and morals are discussed and shared. At Queensway School, RE is celebrated in a creative and cross-curricular approach, with regular opportunities for community cohesion and participation. We recognise that 'enquiry' can be instrumental to good learning in RE as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. Queensway caters for this by organising visits to places of worship in each Key Stage and inviting visitors from faith communities into RE lessons. It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

## **Religions and worldviews**

Queensway has followed the recommendations of the Oxfordshire Local Agreed Syllabus for RE and has selected the following religions and worldviews for focused study in each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

Reception: Christianity and Islam

KS1: Christianity, Islam and Judaism

KS2: Christianity, Islam, Hinduism, Judaism and Humanism

## **Inclusion**

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

## **Equal Opportunities**

Throughout the planning and teaching stages we ensure that the RE curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith or ability.

## **Health and Safety**

At all times, due care and consideration must be given to health and safety as outlined in our 'Health and Safety Policy'. Teachers must give thought to health and safety issues and ensure that they are communicated clearly and effectively to the children.

## **Planning and Assessment**

In order to ensure continuity across the school, all teachers use the Queensway Long Term Planning document.

*Long Term Plan:* This document sets out the topics to be covered from Early Years, Key Stage One and Key Stage Two. Additionally, it sets out any possible visits to local places of worship and opportunities to invite visitors to come and share their experiences.

*Medium Term plan:* These are detailed documents that include learning objectives, lesson planning, resources and differentiation.

*Curriculum Overview documents:* For each year group in Key Stage One and Two, these documents have three sections: Knowledge, skills and assessment that are used by teachers to assess children and identify areas for development. Annual written reports are sent home which outline the pupils' progress and attainment. Every half term, the teachers record which children are working below, at or above the expected level for their age.

## **Resources**

An updated list of resources is available from the RE Leader and each teacher has access to these on the shared teacher drive. There are resource boxes of artefacts in the resources room and in the Key Stage One resources area. Additionally, each teacher has access to NATRE.

**The Role of the RE Leader**

The Subject Leader is responsible for overseeing teaching and learning in RE. This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning
- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

**Right of withdrawal**

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing at their earliest convenience.

**Review:** This policy will be reviewed every 3 years by the Head Teacher and the Senior Leadership Team.

Head Teacher ..... Date .....