



Religious Education Policy

Hayward's Primary School



Written by:	School	Signed:
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Introduction

The importance of religious education in the curriculum

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.

RE in Devon schools develops children's knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and the other principal religions: Buddhism, Hinduism, Islam, Judaism and Sikhism.

Consideration is also given to other non-religious perspectives such as Humanism and the views of wider society as a whole.

RE offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

At Hayward's we also explore the core British Values of: democracy, rule of law, mutual tolerance, mutual respect and individual liberty through our RE learning.

Devon SACRE, in the 2019 Agreed Syllabus, have identified the following principle aim:

The Devon, Torbay & Cornwall Agreed Syllabus (SACRE 2019):

The principal aim of religious education 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.

At Hayward's we have interpreted this as follows:

At Hayward's, RE is about exploring different beliefs and how they change the way people live: individually, in our community and in the wider world. We are developing the knowledge, understanding and skills we will need to handle the big questions in life and to reflect on our own life choices.

Curriculum

RE at Hayward's is taught in line with our five core curriculum principles:

RE contributes to **knowledge and skills** development as it is comprised of three key elements:

- Making sense of beliefs,
- Making connections
- Understanding the impact.

It is expected that children will not only learn knowledge about the beliefs, lifestyles and practices of four core world religions (as well as considering non-religious views from around the world) but that they will also engage in deep and purposeful thinking and discussion about the impact and consequences of these belief sets.

At Hayward's all of our learning is underpinned by our school ethos, embodied in our **Hayward's Hero Characters**. The characters represent the values of: honesty, perseverance, maturity, focus and respect. It is recognised that RE is an excellent context through which to develop these skills. In addition RE provides opportunities for the development of open-mindedness, tolerance and appreciation of difference in line with the wider 'British Values' curriculum goals.

In all RE teaching, teachers will plan to introduce subject-specific vocabulary and key terms using our 'know, show, grow' **vocabulary** system (and RE vocabulary progression document) which aims to develop children's higher-level ('Grow & Show') vocabulary use.

As in all lessons, it is crucial that adults consider the **mental health and wellbeing of pupils** and how this might be enhanced through their teaching and programme of study. In RE there is a genuine opportunity to work on enhancing pupils self-esteem, confidence and emotional literacy skills which should be optimised.

Approaches to teaching and learning in RE

RE is an exciting curriculum subject so we employ a variety of teaching methods. These include:

- Visiting local places of worship and receiving visitors from faith communities.
- Using art, music, dance and drama to express their responses to religious concepts creatively.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Using story, film, pictures and photographs.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Developing the use of Computing in helping children's awareness of religions and beliefs.

Organisation of RE

RE at Hayward's (From Reception to Year Six) is taught in line with the Devon SACRE Agreed Syllabus Units of Work which cover a range of religions, beliefs, significant individuals and key themes. These are outlined in our school's RE Handbook.

Rights of withdrawal

Whilst we firmly believe that RE is an important subject in children's learning (both in its own right and in its contribution to children's understanding of the wider world, and our own country), at Hayward's we fully recognise the legal right of parents to withdraw their children (in writing) from all or any part of RE on the grounds of conscience.

We do strongly encourage parents to visit the RE section of our school website or contact the Headteacher if they have any concerns about RE provision and practice at the school.

Learning resources

In school we have carefully selected resources and artefacts which are suitable for all ages and which are designed to enrich learning and educate in their own right. These include books, music, puppets, persona dolls, artefacts and selected websites. We try to ensure RE is a lively, stimulating subject which engages all children and encourage multi-sensory, hands-on learning as well as cross-curricular work alongside other subjects.

The contribution of RE to the wider curriculum

While RE has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

RE contributes to children's spiritual development by:-

- Discussing and reflecting on life's 'big questions' 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.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships, community and developing a sense of belonging.
- Considering 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.

RE contributes to children's moral development by:-

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues, especially justice, which promote racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to children's social development by:-

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.

RE contributes to children's cultural development by:-

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.
- Considering the key British Values of: individual liberty, mutual tolerance and respect.

RE and the use of language

RE can also make an important contribution to children's use of language by enabling them to:-

- Acquire and develop a specialist vocabulary
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles
- Highlight their own ideas, comparing and contrasting them to those of others.

Conclusion

In essence, at Hayward's, we are aiming to help our children develop tolerance and respect for people of all faiths or none.

We also want to ensure that children have an opportunity to understand more about the importance of religion in today's world and to consider their own place in our global community.