



## **Great Bedwyn C. E. Primary School**

# Religious Education Policy

Date of Last Review: July 2024

Date to be Reviewed: July 2027

Review Body: Head, Subject Leader and Teaching Staff

This policy outlines the teaching, organisation and management of Religious Education taught and learnt at Great Bedwyn School. Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. At Great Bedwyn School we believe that teaching and learning in RE is personally enriching for our pupils who are enabled to develop an understanding of a range of faiths, a deeper understanding of Christianity and to show respect and empathy in a diverse world. Our teaching of RE also encourages pupils to reflect, debate and ask questions about a range of beliefs. We use The Emmanuel Project as our scheme of work.

### Purpose of study

The purpose of Religious Education is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal, moral, social, cultural and spiritual development.

### Aims

Through the teaching of Religious Education, Great Bedwyn School aims to ensure that all pupils:

- Develop a knowledge and deeper understanding of Christianity as a multi-cultural world faith.
- Develop a knowledge of other world faiths, to prepare them for life in modern Britain.
- Consider beliefs about God, the self, issues of right and wrong and what it means to be human.
- Understand the influence of religion on individuals, families, communities and cultures.
- Consider challenging questions of meaning and purpose of life across a range of different faiths.
- Develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- Develop their sense of identity and belonging, preparing them for life as citizens in the plural global society.
- Reflect, express, interpret and evaluate issues of tolerance, truth, belief and faith.
- Communicate effectively personal responses to the above issues through a range of different activities.

### Approach

We teach Religious Education through individual, group-based and class activities, taking into consideration the nature of the task and the needs of the individual child.

### Right of withdrawal

As the emphasis in RE is the open exploration of a range of beliefs we would aim for the inclusion of every child in this area of the curriculum. However, parents do have the statutory right under Section 71 of the Schools Standards and Framework Act (1998) to withdraw their children from RE and worship at all maintained schools, including faith schools.

### Content

Foundation Stage: Christianity plus aspects of other religions

KS1: Christianity, Judaism and Hinduism (yr1) & Islam (yr2)

KS2: Christianity, Hinduism, Judaism, Sikhism, Islam, Humanism and Buddhism

### Skills

Through the content of the curriculum children will develop a range of skills including:

Investigation, expression, interpretation, reflection, empathy and critical evaluation.

### Organisation

Curriculum responsibility is A McArtney.

The school ensures children have access to high quality RE resources some of which are available in school, online Emmanuel Project, and others are ordered through the Wiltshire Learning Resources library.

## Assessment

- Assessment for learning is ongoing.
- Teachers assess against the skills they have been learning at the end of each unit of work using a range of formative assessments i.e., quizzes, golden writing, questions, photos and class observations.
- Teachers will mark in line with the Marking Policy. Verbal feedback will promote deeper understanding and encourage greater reflection from the pupils.

## Monitoring and Evaluation

Subject Leaders have responsibility for monitoring and evaluating teaching and learning of RE.

This is carried out through a range of activities including: book scrutinies, pupil conferencing, lesson observations, curriculum walks and discussions with Foundation Governors and the Vicar.

Subject Leaders also ensure the staff remain up to date with current RE initiatives through attending training and leading in school staff development.