



The Kite Primary Federation



Flying Higher Together



## The Kite Primary Federation

### Religious Education Policy

<b>Description:</b>	This document outlines the Federation's policy on Religious Education
<b>Status:</b>	Statutory Policy
<b>Policy Audience:</b>	Staff, Pupils & Parents/Carers
<b>Federation Contact:</b>	EHT
<b>Other related Federation policies and procedures:</b>	Collective Worship
<b>Governor Committee:</b>	Curriculum
<b>Approved :</b>	Autumn Term 2022
<b>Frequency of review:</b>	Biennial
<b>Latest Date for Next Review:</b>	Autumn Term 2024

**Religious Education at The Kite Primary Federation offers the children the opportunity to reflect on God's world and some of the "Big Questions" it has to offer.**

#### The Legal Position:

The Federation, in accordance with its Trust Deed, provides Religious Education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the Governors decided that Religious Education in our school should be based upon the West Berkshire agreed syllabus. Religious Education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

## **Christian Values:**

All that we do is based on the Christian principles of love and mutual respect. These values are embodied in the Summary of the Law that Jesus gave us:

Mark 12: vv 30-31:

*“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This is the first commandment. And the second, like it, is this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.”*

## **Aims of Religious Education:**

Religious Education aims to help pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues;
- Enhance their spiritual, moral, social and cultural development;
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions (summarised from the Locally Agreed Syllabus for Religious Education).

The purpose of Religious Education does not include any attempt to alter a child’s beliefs. Indeed, reflecting the inclusive ethos of the school our Religious Education programme is designed not ‘to convert pupils or urge a particular religion or religious belief on pupils’. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

## **Planning and Delivery:**

The Religious Education curriculum is based on two key aspects of learning laid down in the locally agreed syllabus:

- **Learning about religion**
- Beliefs, teachings and sources (believing)
- Practises and ways of life (behaving)

- Forms of expressions (belonging)
- **Learning from religion**
- Identity and belonging (making sense of who we are)
- Meaning, purpose and truth (making sense of life)
- Values and commitments (making sense of right and wrong)

Teachers will use these strands when planning their lessons. As suggested in the aims of the subject, all pupils will learn about Christianity and other world faiths in a course in which Christianity will clearly predominate. They will explore these in relation to a number of key questions in each key stage:

### **Foundation Stage**

Foundation Stage will develop the following attitudes and skills:

- A sense of curiosity
- Respect for themselves and others
- Interest and enjoyment in discovery
- Empathy and open-mindedness
- Commenting and asking questions
- Expressing feelings and preferences

### **Key Stage 1**

Pupils will be taught to:

- Explore a range of religious and moral stories and sacred writings and talk about their meaning
- Name and explore a range of celebrations, worship and rituals in religion or beliefs, recognising the difference they make to individuals, families and the local community
- Identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning
- Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives
- Communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts
- Reflect on how spiritual qualities and moral values relate to their own behaviour
- Recognise that religious teaching and ideas make a difference to individuals, families and the local community.

### **Key Stage 2**

Pupils should be taught to:

- Explore and discuss some religious and moral stories, sacred writing and sources, placing them in the context of the belief system

- Investigate and suggest meanings of celebration, worship and rituals, thinking about similarities and differences
- Describe and interpret how symbols and actions are used to express beliefs
- Recognise that people can have different identities, beliefs and practises, and different ways of belonging, expressing their interpretations, ideas and feelings
- Reflect on questions of meaning and purpose in life, expressing questions and opinions
- Investigate questions of right and wrong in life, expressing questions and opinions
- Describe and discuss some key aspects of the nature of religion and belief
- Investigate the significance and impact of religion and belief in some local, national and global communities
- Consider the meaning of a range of forms of religious expression, identifying why they are important in religious practise and noting links between them
- Reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising the commitment to a religion or personal belief is shown in a variety of ways
- Describe and begin to develop arguments about religious and other responses to ultimate and ethical questions
- Reflect on ideas of right or wrong and apply their own and others' responses to them

### **Teaching, Learning and Achievement:**



Learning will be organised to encourage the development of attitudes required by the locally agreed syllabus: self-awareness, respect for all, open-mindedness, appreciation and wonder.

A variety of resources, styles, and techniques will be used as appropriate. Students will engage in activities that will also enable teachers to assess what they have learnt. Records kept will include information of pupils' experiences and judgements about their levels of attainment and progress.

### **Withdrawal from Religious Education:**

Parents may withdraw their children from all or any part of Religious Education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of

Religious Education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect.

Executive Head Teacher	Sign & Date:	 24 November 2022
Chair of Governing board	Sign & Date:	P.C.  24 November 2022