



Signed by Chair of Governors

Date approved by GovernorsApril 2020.....

Review DateApril 2024.....

Trowse Primary School

Religious Education and Collective Worship Policy

Vision

Our vision is to enable children to be **successful learners, confident individuals** and **responsible citizens**.

This means we aim to foster:

- **successful learners** who will have an enquiring mind, enjoy learning and achieve their full potential.
- **confident individuals** who show resilience and are able to live safe, healthy, fulfilling and aspirational lives.
- **responsible citizens** who believe in equality, develop empathy and show kindness to all.

If this vision is realised, children will be **SAFE, HAPPY** and **LEARN**.

We recognise that we are *all* responsible for the success of the school: all staff, all pupils and all parents.

Introduction

A school's RE curriculum should be set within the broader intent of the whole school curriculum. The RE syllabus is designed to support school leaders by clearly stating the intent, appropriate implementation and impact of RE on the lives of children and young people so that they can flourish in a changing world.

We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The Religious Education programme seeks to be sensitive to the home

background of each child; it is not the function of Religious Education to promote or disparage particular religious views.

Purpose of RE

High-quality RE will support pupils' religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

RE as part of the basic curriculum

RE supports the aims of the school curriculum- which is to be balanced and broadly based. This curriculum must:

Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Aims

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

Pupils' progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns **how well pupils are able to hold balanced and well-informed conversations about religion and worldviews**. In other words, **are pupils becoming more religiously literate?** Attainment and progress are therefore linked to the multi-disciplinary approach to RE advocated throughout this syllabus.

The legal requirements are:

1. RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request. [S352 (1) (a)] The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.
2. RE must be taught in accordance with an Agreed Syllabus in Community schools, Foundation schools and Voluntary Controlled schools.
3. A Locally Agreed Syllabus must reflect the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. [1996 Act, Ch 56 S375 (3).]

4. In schools where an Agreed Syllabus applies, RE must be non-denominational, but teaching about denominational differences is permitted. [Education Act 1944 S26 (2)]
5. The Head Teacher, along with the governing body and the Local Authority, is responsible for the provision of RE in Foundation and Community Maintained schools and in Voluntary Controlled schools.

Reporting on pupils' progress and attainment.

Schools are required to provide an annual report for parents on the attainment and progress of each child in RE. This will be included in the overall statement in the end of year report.

RE as a 'multi-disciplinary' subject.

RE is about developing religious literacy, therefore this syllabus promotes an understanding of religion and worldviews which best fulfils this purpose. This is one rooted in a multi-disciplinary understanding of the subject. This provides a balanced diet ensuring that pupils are seeing religion and worldviews through different 'lenses', and places RE within a strong, and well-established academic tradition.

What do we mean by multi-disciplinary?

RE as an academic school curriculum subject is not itself a single discipline; instead it is rooted in a range of different disciplines or disciplinary fields. We need to understand which disciplines it draws on in order to understand the object of investigation and the research methods to employ in RE. This ensures that content chosen for RE is appropriate and well-established within academic traditions and ensures that pupils use and develop a range of subject-specific skills.

In our school syllabus we assert that RE is rooted in three key disciplines or disciplinary fields. These are theology, philosophy and the human/social sciences. In this syllabus they are re-contextualised for the school context in the following ways:

THEOLOGY

We have called this **thinking through believing**. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

PHILOSOPHY

We have called this **thinking through thinking**. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

HUMAN & SOCIAL SCIENCES

We have called this **thinking through living**. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

These three disciplines then combine with the context of the school, the teacher and pupil to make the curriculum; that which is taught and learned in lessons.

Which religions and worldviews do we need to study in each Key Stage?

Key Stage	EYFS	Key Stage 1	Key Stage 2
Religions and world views	<ol style="list-style-type: none"> 1. Christianity 2. At least one other religion, religious belief or worldview. 	In-depth investigation of: <ol style="list-style-type: none"> 1. Christianity 2. One other principal world religion. And encountering : <ol style="list-style-type: none"> 3. At least one other principal religion or worldview reflected in the local context. 	In-depth investigation of: <ol style="list-style-type: none"> 1. Christianity 2. Two other principal world religions. And encountering: <ol style="list-style-type: none"> 3. At least one other religion, or worldview.

Appendix 1 contains the detail of the Curriculum Map for the subject: year group by year group.

Appendix 1: Curriculum Map

Context: This map works on the principle that the Jewish tradition is the second religion focus for KS1, and Islam and Hinduism are the focus at KS2 alongside Christianity in both Key Stages.

The balance between **Theology**, **Philosophy** and **Human/Social Sciences** is shown through the colours.

EYFS (Questions such as.... Not grouped into specific enquiries)	Theology: Thinking through believing <ul style="list-style-type: none"> What does this religious word mean? How do we say this religious word? What is this religious story about? Why might people tell this story? What does the word 'God' mean? What is a belief Why is this sacred book important? 		Philosophy: Thinking through thinking <ul style="list-style-type: none"> What puzzles you? Is it real? What is right? What is wrong? What is 'good'? What do we mean by true? 		Human/Social Sciences: Thinking through living <ul style="list-style-type: none"> How do people celebrate? What might people use this artefact for? What ceremonies and festivals have you taken part in? What happens in [place of worship]? What do these symbols mean?
Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
1	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian	How did the universe come to be? Hindu, Christian
2	Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover (Pesach)? Jewish	Why do people have different views about the idea of God? Multi/Humanist

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
3	How do people express commitment to a religion/worldview in different ways? Hindu or Jewish/Sikh/Christian	What is the Trinity? Christian	What is philosophy? How do people make moral decisions? Christian/Humanist	What do _____ believe about God? Muslim	What difference does being a _____ make to daily life? Muslim
4	Where do religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth	How do/have religious groups contribute to society and culture? Hindu/Christian	Why is there so much diversity of belief within _____? Christian Includes some theological aspects	What does sacrifice mean? Multi/Humanist
5	Is believing in God reasonable? Multi/Humanist	How has belief in _____ impacted on music and art through history? Christian/Muslim	What can we learn about the world/knowledge/meaning of life from the great philosophers? Buddhist/Christian	What difference does the resurrection make to Christians? Christian	How do _____ make sense of the world? Hindu
6	How and why does religion bring peace and conflict? Multi	How do _____ explain the suffering in the world? Buddhist	What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian	Creation or science: conflicting or complementary? Christian/Humanist	How do beliefs shape identity for _____? Muslim (prepare for KS3)

