



# **Religious Education Policy**

**Wadsworth Fields  
Primary School**

**2022**

## Contents

Entitlement

Aims

Assessment

Organisation

British Values

Approaches to teaching and learning

Equality of Opportunity

# Wadsworth Fields Primary

## Policy Document Religious Education Wadsworth Fields primary

### Summary for Agreed Syllabus Requirements

#### Entitlement

#### Summary of Agreed Syllabus Requirements for RE in Nottinghamshire Schools

- All pupils on the school roll are entitled to receive Religious Education.
- This syllabus is the legal basis for RE in Nottinghamshire schools where it applies. Inspection will be based on the implementation of this syllabus
- Annual time for RE is strongly recommended to be 36 hours of tuition in Key Stage One and 45 hours of tuition in Key Stage Two.
- Children in the Early Years Foundation Stage are taught in line with the Development Matters criteria in the EYFS document.
- There is flexibility for schools to teach more than the minimum. The minimum requirements are:
  - KS1: Christianity + 1 other religion (Judaism is the recommended example)
  - 
  - KS2: Christianity + 2 other religions ( Islam and Hinduism are the recommended examples) and a short study of the breadth of world religions
  - Assessment in RE: there is an 8 level scale to establish and guide expectations from KS1 - KS3

## **Aims of RE**

In accordance with the aims stated in the Nottinghamshire Agreed Syllabus we will help our pupils to:

- Know about and understand a range of religions and world views
- Express ideas and insights about the nature, significance and impact of religions and world views
- Gain and deploy the skills needed to engage seriously with religions and world views

## **Assessment in RE**

Progress steps in RE for each of its three aims are described in the Nottinghamshire Agreed syllabus and inform the school progression in RE record which all class teachers are expected to complete at the end of each unit of work.

In our school we teach classes of mixed year groups; therefore the progress steps are described for KS1, lower KS2 and upper KS2.

Assessment in R.E. is part of each child's annual report. We also recognise that some of the most important learning in R.E. (how R.E. contributes to spiritual development) cannot be formally assessed. What we do assess is children's attainment against the progress steps described in the Nottinghamshire Agreed Syllabus.

## **Whole school organisation**

Units of work are taken from the agreed syllabus programs of study. It is recommended that children in KS1 study RE for 36 hours in the course of a year. In KS2 this is increased to 45 hours each year. This time allocation is independent of time spent on collective worship and PHSE lessons.

It can be taught in weekly lessons, or blocked into a more condensed period of time, depending on the nature of the topic and the demands of the school timetable.

### **KS1**

Units 1.1 – 1.8 are studied over a 2 year rolling programme

### **Lower KS2**

Units 2.1-2.8 are studied over a 2 year rolling programme.

### **Upper KS2**

Unit 2.9 – 2.16 are studied over a 2 year rolling programme

## **British Values**

Though these values and attitudes are promoted across the curriculum, the RE curriculum provides many opportunities explain, explore and encourage their development.

### **Mutual tolerance:**

Learning about the beliefs and practices of different faith groups allows children understand the lives of others, see the world through other people's eyes and celebrate diversity, which goes further than mere tolerance.

By studying the holocaust in upper KS2 children learn directly about the consequences of intolerance, and when studying units on religious diversity in our region they find out about the importance of acceptance to the development of a fair community.

### **Respectful attitudes:**

- respecting those who have different beliefs and customs
- avoidance of ridicule
- discerning what is worthy of respect and what is not
- appreciation that people's religious convictions are often deeply felt
- recognition of the needs and concerns of others

### **Democracy:**

RE requires children to discuss ideas in pairs, groups and with the whole class .In debating the fundamental questions of life pupils learn to respect a range of perspectives and to consider how their views may impact on others.

### **The Rule of Law:**

In RE pupils will learn about different codes for living a good life, eg commandments, rules and precepts followed by different religious communities. They find out about how people choose between good and evil, right and wrong and learn to apply these ideas to communities they belong to. They explore the idea that fairness requires that the law applies equally to all.

### **Individual liberty:**

Children learn about people from different religions who campaigned for freedom for oppressed groups eg Martin Luther King.

## **Approaches to Teaching and Learning Yr1 – Yr6**

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

- Visiting places of worship and receiving visitors from faith communities.
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, 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
- Using ICT (particularly DVDs and the internet) in helping develop children's awareness of religions and beliefs.

From F1 to Y2 cross curricular RE learning takes place when we learn about annual celebrations such as Harvest, Christmas, Easter, Diwali and Chinese New Year. Throughout the year we also aim to develop the children's feelings of awe and wonder as we learn about the seasons and the natural world.

### **Equality of opportunity and meeting individual needs**

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, including gifted children, ethnicity and social circumstance have access to the curriculum and make the best progress possible.

Parents have a legal right to withdraw their child from religious education, though we hope that any who may wish to do so will contact the school to discuss any matters of concern before making such a decision.

### **Dyslexia Statement**

At Wadsworth Fields we are strongly committed to supporting all children with a Special Education Need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons. Through training and resources children are supported by all adults both within and outside of the classroom.

### **Conclusion**

In essence we are aiming to help our children develop respect and sensitivity for all people, to acquire good thinking skills, to communicate their ideas clearly and respectfully, and to understand the importance of religion in today's world.

This policy will be reviewed in March 2024  
Jenny Sheriff  
March 2022