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**Coton-in-the-Elms C of E Primary School**

# Religious Education Policy

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**Reviewed by: Matthew Evans**

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## Index

1. Introduction.....	3
2. Aims .....	3
3. Teaching and Learning.....	4
4. Religious Education in the Curriculum.....	5
5. Roles and Responsibilities .....	9
6. Equal Opportunities .....	10
7. Assessment, Recording and Reporting.....	10
8. Monitoring and Review .....	11

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## **1. Introduction**

At Coton-in-the Elms Primary School we believe that Religious Education (RE) can develop in the child a sense of his or her own identity, an awareness of the wonders of the world and respect for beliefs which differ from their own. Religious Education provides rich opportunities within the school curriculum, for children to develop their understanding and knowledge of religion and religious beliefs, practices, traditions and the influences of these issues on communities, societies and cultures. It enables pupils to explore a range of responses to questions or identity, meaning, purpose, values and commitments.

RE and collective worship are legally distinct. RE is an educational process, while worship is an opportunity to take part in the affirmation and celebration of certain basic values. While recognising the separate nature of the two activities, teachers will, on occasion, make links between collective worship and the purposes and themes of RE.

## **2. Aims**

The Principal aim of RE in Derbyshire schools is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development. Our aim at Coton in the Elms Primary School is to enable pupils to:

- Reflect upon challenging questions about the ultimate meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.



- Develop their knowledge and understanding of Christianity and other principal religions and traditions.
- Personally reflect and develop spiritually
- Enhance their awareness and understanding of religions and beliefs, teaching practices and forms of expression as well as of the influence of religions on individuals, families, communities and cultures.
- Reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Develop their sense of identity and belonging.
- Flourish individually within their communities and as citizens in society and a global community.
- Develop respect for and sensitivity to others
- Combat prejudice

### **3. Teaching and Learning**

RE is delivered in an interactive, thought-provoking and interesting manner using a range of teaching methods, including visual, auditory and kinaesthetic experiences.

These will include the pupils exploring through:

1. Discussion
2. Expression inc. role play and drama
3. Investigation
4. Reflection
5. Discernment
6. Empathy
7. Interpretation
8. Literacy
9. Analysis
10. Outside surrounding
11. Agencies/speakers
12. Video
- 13 Evaluation

RE in our school is taught so it supports the aims as outlined in the National Curriculum 2013:

1. To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
2. To prepare pupils for the opportunities, responsibilities and experiences of later life.

The RE programme is taught in a caring and safe environment where children's genuine questions and concerns can be sensitively addressed. Teachers will provide learning opportunities differentiated to the individual needs of the children, including those with special educational needs.



#### **4. Religious Education in the Curriculum**

The RE curriculum relates closely to two attainment targets from the Derbyshire Agreed Syllabus (2014 – 2019), which are:

1. Learning about religions and beliefs (Exploring)
2. Learning from religions and beliefs (Responding)

In line with the Derbyshire Agreed Syllabus (2014-2019), teachers will allocate a minimum of:

Foundation Stage – 36 hours per year, integrated into learning eg as part of Personal, Social and Emotional Development and Understanding the World.

Key Stage 1 – 36 hours per year

Key Stage 2 – 45 hours per year

##### **Foundation Stage**

The RE programme of study will contribute to what the Early Learning Goals (as identified in the EYFS Statutory Framework 2012) identify as expectations for learning.

The areas of learning in the Early Learning Goals which most closely relate to RE are Communication and Language, Personal, Social, Emotional Development, Understanding of the World and Expressive Arts and Design. This aims in turn to encourage the pupils' development of

- Self
- Respect for all
- Open mindedness
- Curiosity and wonder
- Commitment
- Fairness
- Critical-mindedness
- Enquiry



## Key Stage 1

Children will

- Be taught Christianity and at least one other religion
  - Be taught about different beliefs about God and the world around them.
  - Encounter and respond to a range of stories, artefacts and other religious materials.
  - Recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
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- Be taught the importance and value of religion and belief, especially for other children and their families.
  - Ask relevant questions and develop a sense of wonder about the world, using their imaginations.
  - Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Through the Key Stage, pupils will have the opportunity to begin to explore each of the three strands that make up the Derbyshire Agreed Syllabus 2014-2019 – Believing, Expressing, Living. These fields of enquiry will be addresses through the following themes:

- Believing: What people believe about God, humanity and the natural world
- Story: How and why some stories are sacred and important in religion
- Celebrations: How and why celebrations are important in religion
- Symbols: How and why symbols express religious meaning
- Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- Belonging: Where and how people belong and why belonging is important
- Myself: Who I am and my uniqueness as a person in a family and community



Children will also have opportunities to:

- Listen to and talk about appropriate stories;
- Directly experience religion – engage with artefacts, visit places of worship (with a focus on experiences and symbols), listen and respond to visitors from faith communities;
- Get to know and use religious words accurately
- Use all five senses
- Make and do
- Have times of quiet and stillness and think about why being still might be good;
- Reflect upon and talk about their own experiences, beliefs, ideas or values;
  
- Use their imagination and curiosity to develop their appreciation and wonder of the world;
- Begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.

### Key Stage 2

Children will

- Be taught about Christianity and at least two other religions
- Recognise the impact of religion and belief locally, nationally and globally.
- Make connections between differing aspects of religion and consider the different forms of religious expression.
- Consider the beliefs, teachings, practices and ways of life central to religion.
- Learn about sacred texts and other sources and consider their meanings.
- Begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- Extend the range and use of specialist vocabulary.
- Recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.



- Communicate their ideas, recognising other people's viewpoints.
- Consider their own beliefs and values and those of others in the light of their learning in RE.
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Through the Key Stage, pupils will have the opportunity to begin to explore each of the three strands that make up the Derbyshire Agreed Syllabus 2014-2019 – Believing, Expressing, Living. These fields of enquiry will be addresses through the following themes:

- Beliefs and questions: How people's beliefs about God, the world and others impact on their lives
- Teachings and authority: What sacred texts and other sources say about God, the world and human life
- Worship, pilgrimage and sacred places: Where, how and why people worship, including at particular sites
- The journey of life and death: Why some occasions are sacred to believers, and what people think about life after death
- Symbols and religious expression: How religious and spiritual ideas are expressed
- Inspirational people: Figures from whom believers find inspiration
- Religion and the individual: What is expected of a person in following a religion or belief?
- Religion, family and community: How religious families and communities practice their faith, and the contributions this makes to local life
- Beliefs in action in the world: How religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

Children will also have opportunities to:



- Encounter religion through visitors and visits to places of worship; focusing on the impact and reality of religion on the local and global community e.g. through interviewing local believers
- Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others, e.g. how beliefs about life after death can affect how people view life
- Consider a range of human experiences and feelings, e.g. joy of celebrations, the wonder of being alive, and the awe of worship.
  
- Reflect on their own and others' insights into life and its origin, purpose and meaning  
Express and communicate their own and others' insights through art and design, music, dance and drama and ICT
- Extend the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally, through Skype, email links, animations, and creative presentations

## **5. Roles and Responsibilities**

The school will support all teaching and support staffing accessing professional development opportunities related to RE. Further training will be provided at staff meetings, twilight sessions, INSET and in meetings with parents and governors. We believe that access to good quality information and CPD helps to build staff confidence in delivering RE.

The teachers will be responsible for delivering the scheme of work, supported by the classroom support staff, where directed or available

The RE coordinator will be responsible for:

1. Leading and managing an effective RE programme throughout the school
2. Updating resources and information



3. Auditing and mapping provision
4. Keeping up to date with the latest developments.

The RE co-ordinator will keep the Curriculum committee (Governors) fully informed of developments within this area.

The Headteacher will be responsible for ensuring that the RE programme is implemented throughout the school and for monitoring its effectiveness along with the governing body.

## **6. Equal Opportunities**

We believe every child should have the opportunity to experience success in learning and achieve as high a standard as possible. We aim to provide effective learning opportunities for all pupils in this curriculum area and we recognise individual pupils' needs.

## **7. Assessment, Recording and Reporting**

RE will be assessed by teachers during lessons to inform future planning. They will be assessed against the Standards and Expectations of Achievement outlined in the Derbyshire Agreed Syllabus and pupils may achieve different levels with regard to AT1 and AT2. As per the Assessment, Recording and Reporting policy teachers will keep evidence and achievements of progress in a variety of formats, see Teaching and Learning above.



## **8. Monitoring and Review**

RE will be reviewed as part of school practice by the Headteacher, Governors, staff and pupils to ascertain what has been learned and to establish how future work may be more effective.

### **Version control**

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