

**Sir John Barrow School**  
**Policy for Religious Education**

**Rationale**

Section 80 of the Education Act 2002 and Schedule 19 of the School Standards and Framework Act 1998 entitles all pupils to receive a religious education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural (SMSC) development.

This policy sets out the framework to ensure that this duty is met. It lays the foundation for the teaching of Religious Education in Sir John Barrow School according to the Cumbria Agreed Syllabus for Religious Education (1998) in a non-denominational way.

Religious Education occupies approximately 5% of our teaching time and contributes to the spiritual, moral, social and cultural development of our children. It also contributes to the promotion of community cohesion and an understanding of British Values. We aim to foster an attitude of fair-minded enquiry towards a range of religious convictions and encourage respect for those holding different beliefs.

Our school is an average sized primary school in a Cumbrian market town. Ulverston is less culturally and ethnically diverse than many other parts of the UK, therefore our children's everyday experience of multicultural and multi-faith Britain is somewhat restricted. The teaching of RE at SJB is therefore especially important as without a rigorous and informative educational programme, our children would probably be very naïve about religion.

**Aims**

Our aims are taken directly from the Cumbria Agreed Syllabus, revised 2017.

To enable young people to be:

**A. INFORMED** Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**B. EXPRESSIVE** Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including spiritual and ethical issues
- appreciate and appraise varied dimensions of religion or a worldview

**C. ENQUIRING AND REFLECTIVE** Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other's lives.

### **Curriculum Content**

The teaching year for RE for all year groups is outlined in the document 'Long Term Subject Overview'. The content of our scheme has been developed using the Cumbria Agreed Syllabus. RE is usually taught as a separate subject at Key Stage 2 and the topics are specified in the overall scheme of work and year group Curriculum Planning folders.

Christianity is studied in depth and we also focus on Judaism and Buddhism. Islam is also introduced in Year 3 and revisited in Year 5 or 6. Teachers may also introduce or refer to other faiths such as Hinduism, although this is optional and will occur in addition to the mandatory parts of the curriculum for each year group. Harvest Festival, Christmas and Easter are covered seasonally (i.e. at the appropriate time in the year), with different emphases in different year groups, to avoid repetition.

As part of the whole school Development Plan, the content and topics are reviewed and developed on an ongoing basis to ensure they represent breadth, balance, continuity and progression.

### **Organisation and Delivery of Religious Education**

Religious Education is taught both implicitly and explicitly. Sometimes this is reflected in regular weekly provision and on other occasions a longer block of time is allocated to RE to enable a focused study.

A variety of teaching styles are incorporated through art, drama, visits and visitors, videos, stories, use of literature and selected resources, tapes, food, discussion, Circle Time and interviews.

### **Resources**

The school has a number of religious 'props'/artefacts and these are used to enrich teaching and classroom displays. We also have an expanding collection of *Powerpoint* presentations. Local clergy and other religious leaders visit the school at regular intervals and often take assemblies or contribute to lessons. We also take the children on visits to religious centres such as the Buddhist temple near Ulverston. We value the children's own religious beliefs and experiences in school and often learn from each other.

Religious artefacts are located in the resource cupboards in the staffroom. Budgetary allocations for new resources are made wherever practicable and appropriate. In addition, resources are borrowed from outside agencies, such as the Schools Library Service.

### **Co-ordination, Monitoring and Review**

The RE leader aims to keep abreast of new developments, respond to the staff needs in terms of resources and attend relevant courses. The RE leader reviews each year group's scheme of work to ensure that all children receive their full entitlement.

### **Assessment, Recording and Reporting**

We assess children's knowledge and awareness of RE by observing their interactions and relationships, by questioning and listening to them and looking at individual or group presentations and pieces of work.

### **Ofsted Framework 2019**

The RE Curriculum at SJB contributes to fulfilling the requirements of quality education as stated in the Ofsted Framework 2019. In particular the RE curriculum will play its part in:

- Giving all learners, particularly the most disadvantaged and those with special educational needs
- and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- Enabling learners to develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

- Ensuring relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
- supporting learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- preparing learners for life in modern Britain by: – equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of fundamental British values – developing their understanding and appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

## **Withdrawal**

Parents have the right to withdraw their children from Religious Education if they wish. Appropriate alternative arrangements will be made for the supervision of any child during this period.

Helen Pearson

May 2019

Review date May 2021