
Religious Education Policy

Aims

Religious Education is an important element in the broad and balanced curriculum we aim to provide at Grange Lane Primary School. Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that they provoke. The principle aim of RE is to engage pupils in an enquiry approach, where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religious and worldviews in the local, national and wider global community. The curriculum focuses on big questions to be explored about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living. The curriculum focuses on three strands of religious education, *Believing, Expressing and Living* and is based around a key question approach, where the questions open up the content to be studied.

The principal aim of RE as outlined by the 'Doncaster SACRE agreed syllabus for RE 2019' is "to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own."

The aims of religious education are:

To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.

- To encourage children to ask and reflect on challenging questions.
- To provide opportunities for personal reflection where children can explore their own beliefs.
- To encourage children to anticipate and respect the different cultures in today's society.

Legal requirements

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. At Grange Lane we follow 'the Doncaster SACRE agreed syllabus for RE 2019.' As stated in the National Curriculum, Religious Education is compulsory for all children who are on the school roll, although parents may withdraw their child for all or part of the lesson. In this event further actions, including alternative provision (if offered), will be discussed with parents or carers.

We are proud to teach inclusive and plural RE, following the local Agreed Syllabus, to all our pupils, and to respect and affirm all the religions and worldviews represented in our community. We are happy to talk to parents about RE. We do not support selective withdrawals from RE.

The table below highlights the time given to RE teaching, and the way in which it may be taught throughout the school:

	Religions to Study	Example of time allocation
EYFS (4-5)	These children will encounter Christianity and other faiths as part of their growing sense of self and community.	36 hours of RE 50 minutes per week or shorter session implemented through continuous provision.
KS1 (5-7)	Christians and Muslim people	36 hours of RE 1 hour per week.

Teaching, Learning and Planning

We plan our Religious Education curriculum according to the 'Doncaster SACRE agreed syllabus for RE 2019,' taking into account the beliefs of the children who attend the school, their families and the community around us. We ensure that all children build upon their prior learning and ensure that they have the opportunity to develop skills and knowledge throughout the unit of work. RE also makes significant contributions to pupils' ability to engage with ideas about British Values, such as tolerance and respect for people who hold varied beliefs and worldviews, in line with the HMI inspection focus on SMSCD and British Values.

At Grange Lane Infant Academy we follow the RE Today scheme of work which is taken from the 'Doncaster SACRE agreed syllabus for RE 2019'. The scheme is broken down into units for each year group, focusing on key questions. The long-term planning is mapped out by the subject lead and highlights the units which will be taught throughout the year. Both medium and short-term planning is carried out by the class teacher. The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years.

EYFS

At Grange Lane we provide activities for nursery children which provide the build blocks for later development. We start with things which are familiar to the children and provide lots of hands on activities. We provide activities that build on the children's interests as well as their learning and development needs.

In the EYFS, Religious Education is linked to the Early Learning Goals and provides children the opportunity to explore the world of religion in terms of special people, books, times, places and objects.

KS1

Throughout our school we base our teaching and learning style on the idea that outstanding teaching in RE allows children to learn about religious ideas, practices and traditions, as well as reflecting on and exploring their own values and beliefs. In both the EYFS and KS1 RE is not taught as discrete modules, such as 'Christianity' or 'Islam,' instead, it is taught using key questions so that pupils can explore the questions in relation to multiple religions before reflecting on their own beliefs and values.

Assessment

Throughout and at the end of each unit teaching staff will assess and record children's learning against 'Learning Outcomes' from the 'Doncaster SACRE agreed syllabus for RE 2019:' this in turn will be used to inform planning.

Equal Opportunities

At Grange Lane Infant Academy, we set high expectations and provide opportunities for all learners to achieve success in Religious Education regardless of culture, race, gender, ability or disability. Teachers will strive to overcome potential barriers to learning for individuals and groups and respond to learners' diverse learning needs by planning approaches to teaching and learning in Religious Education, so that all children are given equal opportunities, set suitable learning challenges and can take part in lessons fully and effectively.

Inclusion

All learners at our school receive quality first teaching and with activities being differentiated accordingly. In addition, where identified learners are considered to require targeted support to enable them to work towards age related objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these learners.