



**Georgian Gardens
Community Primary School**

**Religious Education
(RE) Policy.**

Updated September 2024

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Religious Education Policy

Context:

Georgian Gardens Primary School is a two form entry school serving children from Early Years to Year 6. We deliver Religious Education (RE) in line with the Locally Agreed Syllabus from West Sussex County Council.

Georgian Gardens recognises the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.

We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.

At Georgian Gardens we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Intent:

We aim for the children of Georgian Gardens to grow spiritually by allowing an awareness of themselves and others and developing their skills of reflection. They will develop their experiences of awe and wonder and will acknowledge that everyone has different beliefs. They will grow respect for through their understanding of the wide and rich variety of traditions and customs.

Knowledge

Children of Georgian Gardens will be given the knowledge, critical thinking skills, open-minded and respectful attitudes with which to investigate the world of religion and belief, and make their own decisions about what this means to them, whilst empathising with what it means to those who hold those beliefs.

Skills

Observational Skills

- Observing human behaviour and elements of the natural world, which relate to religion.
- Observing religious activities, places of worship and use of religious artefacts.

Analytical Skills

- Making comparisons, questioning and interpreting.
- Distinguishing between the beliefs and practices of different religions.
- Distinguishing between opinion, belief and fact.
- Analysing religious ideas.

Life Skills

- Learning from religion and applying what has been learned to everyday life.
- Beginning to formulate and apply one's own set of beliefs, values and attitudes.
- Developing mutual respect for other cultures and religions.

Communication Skills

- Recognising, understanding and using appropriate religious language (e.g. prayers), religious vocabulary (e.g. parable) and technical terms (e.g. kippah, lectern), religious concepts (e.g. forgiveness) and various literary forms used in religion.
- Recognising the use of different art forms to communicate meaning in religion.
- Recognising and understanding the use in religion of non-literal language (e.g. I am the Vine, the Good Shepherd)
- Articulating one's own beliefs, spiritual insights, feelings, experiences, religious or non-religious views, through both verbal and non-verbal means.
- Communicating knowledge and understanding of religion in a variety of ways.

Reflective Skills

- Reflecting on the spiritual or religious significance of
 - personal inner feelings, thoughts, questions, experiences
 - relationships with others
 - the natural world
 - experience of God
 - different worldviews
- Reflecting on significant experiences, events, people, places and objects
- Reflecting on what one has learned in R.E. and how this influences one's own worldview, beliefs and actions

Reference Skills

- Referring to the Bible and other religious holy books
- Referring to appropriate sources of information
 - text books
 - encyclopaedias
 - dictionaries
 - artefacts
 - songs and music
 - videos
 - pictures
 - photographs
 - the internet

Empathetic Skills

- Learning to see other people's points of view.
- Relating religious beliefs and practices to one's own experiences.

Legal Requirements:

RE at Georgian Gardens will meet the legal requirements by:

- Its inclusion in the curriculum of all registered pupils
- Reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking into account of the teaching and practices of the other principle religions
- Teaching RE in accordance with the Local Agreed Syllabus
- Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the

school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors.

Aims & Objectives:

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Georgian Gardens we develop the children's knowledge and understanding of the major world faiths. We enable the children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

The aims of Religious Education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Great Britain and the wider world;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

Teaching and Learning:

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our Teaching and Learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking.

Through our use of the *Discovery RE* scheme of work the children carry out research into religious topics. They study 'big questions' within religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children have opportunities to discuss religious and moral issues amongst themselves.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Grouping the children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity, adapted to the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

Curriculum planning in Religious Education:

We plan our Religious Education curriculum in accordance with the West Sussex Agreed Syllabus. We ensure that the topics studied in Religious Education build upon prior learning.

We carry out the curriculum planning in RE in three phases of Long / Medium / Short term planning using *Discovery RE* as a basis.

The Long term plans maps out the topic studied. The Medium gives detail of each unit of work for each term and the class teacher prepares the plans for each lesson. By so doing we ensure that children have complete coverage of the agreed syllabus.

Teaching RE to children with special educational needs:

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all of our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individuals with their own individual plans where appropriate.

Assessment and recording:

We assess children's work in RE by making informal judgements (formative assessment) as we observe them during lessons. We record judgements in the appropriate assessment section of our 'Knowledge and Skills Progression' document which is passed on through the school as each class moves up annually.

Resources:

We have a variety of resources and artefacts for the major faiths collated and stored with relevant literature to help deliver a good RE curriculum. A list of resources can also be found as part of the *Discovery RE* documentation.

The RE Co-ordinator at Georgian Gardens is Mrs Trudi Fookes