



Caldecote Primary School
Religious Education Policy

July 2020

1. Rationale

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Religious education can provide a rich and wide range of experiences inside and outside the classroom, which give children opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities.

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. In this school this means the Agreed Syllabus for Religious Education for Cambridgeshire.

“Indoctrination and conversion are **not** part of the educational process and therefore have **no place** in religious education. Religious education is an educational subject in its own right, taught within an educational framework.”

(Diocesan Guidelines 2000)

As Cambridgeshire has a comparatively limited ethnic mix, it is an important part of religious education to encourage tolerance and respect for other cultures and faiths.

There is a separate policy for collective worship.

2. Aims

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths;
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as ‘ultimate questions’;
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument;
- To maintain close links with local churches and other religious communities;
- To learn **from** religions in addition to gaining knowledge and understanding **about** religions.
- Encourage individual spiritual growth.

3. Guidelines

- Governors share responsibility with the LA, Headteacher and subject leader for ensuring that the requirements for religious education are met in school.
- At Foundation Stage, Key Stage 1 and 2 pupils follow the Cambridgeshire Agreed Syllabus (2018-2023), adapted to suit the ability and aptitude of the pupils. The syllabus is based on enquiry based learning which complements our teaching approach in other areas.
- Learning objectives and assessment are an integral part of each unit of work in both key stages. These are shared with pupils and form an essential part of the learning that takes place in each lesson.
- There will be visits from practising members of different religions, beliefs and cultures and visits to places of worship where appropriate.
- RE is taught weekly in every class across the school, usually as a discreet subject, but where appropriate, linking with other areas of the curriculum through our topic approach. It may also be taught in a cross-curricular way as part of, for example, an English or philosophy lesson.
- Since January 2014 the school has followed the new RE syllabus recommended by SACRE Cambridgeshire (Standing Advisory Council on RE) which is based on enquiry based learning.
- The school ensures that there is adequate time and resources are given to ensure coverage of the Agreed Syllabus in each year group; this provision is monitored by the RE leader.
- Religious Education activities are planned to provide effective learning opportunities for all pupils, to encourage active participation and enjoyment by all children, irrespective of gender or ability. All pupils are given equal access to the programme of study at each key stage, with every reasonable effort made to ensure that material is at an appropriate level. However, for some pupils with special educational needs and disabilities (SEND) additional or different support is needed for them to successfully access the RE curriculum. Pupils with SEND will have a support plan or EHCP which sets out the provision they need.

4. Assessment, Monitoring and Evaluation

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions and answering questions about tasks.

Monitoring and evaluation is carried out to enhance the teaching and learning of Religious Education within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for Religious Education within the school in order that pupils make the greatest possible progress. More in depth is carried out by the RE leader under the guidance of the SLT.

Monitoring is carried out by:

- Monitoring planning for curriculum coverage and progression
- Looking at work in books and on display
- Discussions with pupils and staff

Evaluation may be through a number of methods including:

- Moderation of work books both within school and externally eg cb23 triad schools
- Pupil voice

The Religious Education subject leader makes an annual evaluation on the strengths and weaknesses in the subject and indicates areas for further improvement on their Subject Leader Development Plan.

5. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:.....

Chair of Governors: Date:

