



# **Derry Hill School**

Religious Education Policy

September 2024

## **Introduction**

Religious Education (RE) is unique in the school curriculum, in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Derry Hill is a Church of England Voluntary Aided School, therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors, in consultation with the head teacher, following advice from the diocese, have decided to adopt the locally agreed syllabus and supplement this with material from the Diocese and elsewhere.

In Religious Education at Derry Hill School, we strive towards children being able to:

- Develop a knowledge and understanding of beliefs and traditions of the world religions of Christianity, Judaism, Islam, Hinduism and Sikhism
- Develop a secure knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a sense of respect and tolerance of the beliefs, traditions and practices of people of all faiths, and none, living in Great Britain and the world today
- Grow in their spiritual development
- Develop a sense of awe, wonder and mystery
- Develop skills and attitudes which will support their spiritual, moral, social and cultural (SMSC) development
- Explore some questions of meaning and consider how the world's religions have responded to them
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

## **Approaches to the teaching of RE**

Our RE curriculum is designed to equip our children with the knowledge and cultural capital to succeed in life. It provides the children with the essential knowledge about world religions and the cultures within different communities living in Great Britain and the wider world.

In order to make RE an engaging and interactive subject, we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, ICT, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible, we want our children to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

## **Organisation**

Religious Education at Derry Hill School is delivered in the following way:

- We use Understanding Christianity for the teaching of Christianity across the school
- Discovery RE enquiry based approach to Religious Education is used as basis for planning all other religions
- RE is taught as a discrete subject, although it often links with Personal Social and Health Education (PSHE) and many cross-curricular links are made

RE is delivered in the Foundation Stage through both the Personal, Social and Emotional Development and Understanding the World learning areas, and learning is linked to Development Matters age bands and the Early Learning Goals (ELGs).

Curriculum time allocation:

- KS1 are given 1 hour per week
- KS2 are given 1 1/4 hours per week

It has been agreed that:

- In KS1 pupils study Christianity, Judaism and Islam.
- In Lower KS2 pupils study Christianity, Judaism, and Hinduism.
- In Upper KS2 pupils study Christianity, Sikhism and Islam.

## **Understanding Christianity**

The school has fully implemented Understanding Christianity for the teaching of Christianity across the school. The key purpose of these materials is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. It aims to:

- Enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- Enable pupils to develop knowledge and skills in making sense of Biblical texts and understanding their impact in the lives of Christians.
- Develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity) of themselves, the world and experience.
- Understanding Christianity has a clear line of progression with key concepts being developed as the pupils move through school.
- In FS2 the children are taught about Incarnation and Salvation. These concepts are developed further and joined by Creation, Gospel and God in KS1. In KS2 the children dig deeper into these concepts and are also taught: People of God and Kingdom of God.

## **Resources**

A resources box for teaching Christianity, Judaism, Islam, Hinduism and Sikhism, is named and located in the Resource Room cupboards. These contain artefacts and appropriate books relevant to Discovery RE and Understanding Christianity syllabus.

Each class has access to a set of age appropriate Bibles and there is as a wide selection of RE related non-fiction reference books in the library.

## **Assessment and monitoring of RE**

In line with the school policy on assessment and monitoring, each teacher is expected to be responsible for the regular assessment of his or her pupils through a combination of summative and formative assessment.

Children will be assessed against three elements.

- Personal Development – their own thoughts, opinions, beliefs and empathy.
- Subject Knowledge - their knowledge and understanding of the area of learning.
- Critical thinking – their ability to evaluate, research and think critically in relation to the focused enquiry question.

The children's progress towards expected attainment for each year level will be used by the subject leader to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

The school uses the National Society Self-Evaluation Toolkit for Anglican Schools in order to evaluate the distinctiveness and effectiveness of the school as a Church of England School.

## **Special Education Needs**

Children with SEN work with the same content of RE as the other children but at a different level and speed in accordance with our SEN policy. When planning careful thought is given to the range of language used and a variety of teaching and learning approaches is sought to ensure all children are able to access the RE curriculum.

## **The Role of the curriculum leader**

The subject leader will monitor RE within the school through analysis of assessment data and planning as well as collecting samples of work and evidence of displays. They will lead or arrange school based In Service Training (INSET) for staff and support teachers in the delivery of RE and will ensure that a good range of resources is provided in keeping with the scheme of work. They will liaise with the Governing Body in the effective development of an RE policy and its effective monitoring of this.

The RE Governor(s) will liaise with the RE subject leader on behalf of the Governing Body and the SIAMs leader. The Governor(s) and SIAMs leader will ensure that the RE policy is effectively implemented by monitoring the scheme of work and its delivery.

## **The Role of the Incumbent**

The religious education of children is enhanced by the valued support of the Foundation governors. Their role includes:

- Working with the governing body in developing the RE policy
- Providing expertise on the Christian faith and life of the local church to assist the RE Co-ordinator in developing schemes of work
- Providing additional support for those teaching RE in school
- Providing access to and information about the church and its community

## **The Right of Withdrawal from RE**

At Derry Hill C of E (VA) Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Derry Hill C of E (VA) Primary School.

**Date of policy last review:** September 2024

**Reviewed by:** Naomi Burr

**Ratified by:** FGB

**Date of next review:** September 2025 or sooner if there are significant changes to procedures.