



# Keston CE Primary School

## Religious Education Policy

**Date: September 2017**

**Review: September 2019**

### **Introduction**

Religious Education (RE) is an important subject at Keston Church of England Primary School. It is part of the basic curriculum and is taught in accordance with the *Bromley Agreed Syllabus for Religious Education*, as we are required to do by law. Also by law, RE must focus mainly on Christianity, whilst taking account of the other principal religions in Great Britain. We use the Rochester Diocesan RE materials to support the delivery of our locally agreed syllabus and we include aspects of Christianity appropriate to Primary Schools, as found in the Church of England's report on RE: 'Excellence and Distinctiveness' (2005).

### **Time Allocation**

The Bromley Agreed Syllabus requires a minimum 5% curriculum time for RE, which amounts to one hour a week at Key Stage One and 1.25 hours at Key Stage Two\*\*. (This is in addition to time for worship). As a Church school, we make sure that this is fulfilled.

### **Aims**

The principal aim of religious education is to:

- Enable pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life;
- Provide opportunities for pupils to explore and express their own responses and personal beliefs.

The Review of Religious Education 2013 suggests the Aims of a curriculum for RE should also be that all pupils should; 'Know about and understand a range of religions and worldviews; Express ideas and insights about the nature significance and impact of religions and worldviews; Gain and deploy the skills needed to engage seriously with religions and world views.'

### **Programmes of Study**

The Agreed Syllabus must be taught from Reception and is linked to the EYFS curriculum through the areas for learning and development (ALDs). Christianity is the main religion taught at this early stage, with other religions drawn on as appropriate. They are taught through 'special' themes eg. Special People, Special Places, Special Times etc

-At Key Stage One, RE is predominantly about Christianity, together with Judaism, Islam and Hinduism.

-At Lower Key Stage Two, RE is also predominantly about Christianity, together with Judaism and Hinduism.

-At Upper Key Stage Two, Christianity predominates together with Islam and Sikhism.

The majority of the units in this scheme focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion. However, there are opportunities to compare and contrast religious ideas and beliefs in a number of the units and also a few thematic units included. See *Appendix 1* for a more detailed summary of our RE scheme.

### **Approaches**

Our Agreed Syllabus emphasises the importance of distinctive RE skills, such as enquiring, questioning, analysing and interpreting, as well as responding and reflecting. Lessons are planned to develop each skill at a time.

Each child has his/her own book specifically for RE work, but RE also includes creative and practical activities and discussion. We benefit from our close ties with the parish church for RE visits and visitors to the lessons.

### Assessment

RE is planned and assessed using the levels for the two attainment targets in the Syllabus.

Level	AT 1 Learning about religions	AT2 Learning from religion and human experience
1	Name	Talk about
2	Retell	Respond sensitively
3	Describe	Make links
4	Show understanding	Apply ideas
5	Explain	Express their views
6	Interpret	Express insights
7	Show coherent understanding	Evaluate
8	Analyse and contextualise	Synthesise and justify views
9	See exceptional performance.....	

### Equality

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents, staff and external agencies together with any special educational need or Education, Health and Care Plan. We will also ensure compliance with the Trust's equality policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. This policy should be read in conjunction with the Trust's Equality Policy <https://www.aquinastrust.org/about/policies>

### Withdrawal

Parents have a right to withdraw their child from all or part of the RE curriculum. It would be appreciated if this was discussed with the head teacher before coming to a final decision.

*\*\* to reflect your time allocation (5% curriculum time)*