



Keble Prep Policy for Religious Studies

Agreed by the Governing Body	Date: Jan 2020
Review Date	Date: Jan 2022
Review Schedule	Biennial
Person(s) Responsible	Head teacher / Director of Studies

BACKGROUND TO RELIGIOUS STUDIES AT *OUR* SCHOOL

Religious Studies (RS) is provided for all registered pupils unless withdrawn by their parents. It is a necessary part of a broad and balanced curriculum.

Families who send their children to this school are from a range of faith backgrounds, including Hindu, Muslim, Jewish etc. In addition, there are children who are from religions other than Christianity and some from non-religious backgrounds. Our school is committed to valuing the opinions, beliefs and practices of all and to show sensitivity to minority groups.

PURPOSE OF STUDY AND AIMS

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Purpose of Study: At this school we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

Aims: The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**.

Sources of wisdom and their impact. *All pupils should:*

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

Personal and critical responses. *All pupils should:*

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

CONTENT AND APPROACH

From Reception classes to Year 8 pupils must:

- follow a coherent and systematic study of the principal religion of Christianity across each key stage and
- be introduced to the other five principal religions represented in Great Britain by the end of Year 8.

EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child's awareness of self, their own community and their place within this.
Years1&2	A minimum of two religions are studied. Christianity and at least one other religion. Our focus is on Judaism/ Islam. Pupils also learn from other religions in thematic units.
Years3&4 Years5&6	A minimum of four religions are studied. Christianity and at least three principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth. Pupils also learn from other religions and worldviews in thematic units.

	Lower KS2 – Christianity (Islam, Hinduism, Sikhism). Upper KS2 – Christianity (Judaism, Buddhism). All six principal religions are introduced or revisited by the end of the key stage 2.
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Teaching the programmes of study contributes to developing religious and theological literacy through religions and worldviews.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, pupils are actively engaged in learning.

WITHDRAWAL

At this school it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE. Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from RE. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes to withdraw their child is expected to consult the headteacher. Teachers may also withdraw from the teaching of RE.

ASSESSMENT, RECORDING AND REPORTING (*see school Assessment policy*)

Our scheme of work sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving learning outcomes as a requirement outlined in the syllabus. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against expected learning outcomes and is in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

School reports are sent home each term, with a grade for RS and a full RS commentary is written with reference to the records made or pieces of work retained, at the end of the year.

PLANNING

Our long term planning (schemes of work) builds-in coverage of and progression in both the content and concepts outlined in key areas of learning. Our schemes of work ensure that pupils have encountered and explored world religions throughout the whole school.

Short term planning of individual lessons is a matter for the class teacher/subject teacher. The Director of Studies is available to help with this. When planning each unit of work the

teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of all pupils.

CROSS CURRICULAR APPROACHES

RS teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

RS presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RS curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.

RS is seen as link with the Arts at time of festivals and celebrations, especially with Music and Art linked to nativity and Christmas.

LEADERSHIP AND MANAGEMENT

The Director of Studies manages this area of the curriculum.

This policy is reviewed on a biennial cycle to ensure it still represents the values and practices of the school.