

HOMEFIELD PRIMARY SCHOOL & SSC

Aiming high together



RELIGIOUS EDUCATION (RE) STATEMENT

Statement and Procedures

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Reviewed and Approved by Curriculum Committee:
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HOMEFIELD PRIMARY SCHOOL & SSC

1. Policy Statement

At Homefield Primary School, we believe that Religious Education (RE) is a vital part of a broad and balanced curriculum. Our RE curriculum makes “a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world.”

(RE: Realising the Potential, Ofsted 2013).

Furthermore, it prepares children for living in a multi-faith society through learning about Christianity and other religions / worldviews. It offers opportunities for reflection and challenges pupils to consider, question, analyse and evaluate issues whilst learning to articulate clearly and coherently their personal beliefs, ideas, and values and experiences while respecting the right of others to differ. Children need to be equipped to handle increasingly complex and important questions about meaning and identity and how we can live together in a multi-cultural and multi-faith/belief society.

2. Legal Framework

Religious Education is a legal entitlement for every pupil. This policy complies with the statutory requirements outlined in:

- The Education Act 1996, 2002 (renewal)
- The School Standards and Framework Act 1998
- West Sussex Agreed Syllabus for Religious Education 2020-2025

3. Aims of Religious Education

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus 2020-2025. Therefore, we aim to:

1. Develop knowledge and understanding of the principal religions and worldviews represented in the UK.
2. Encourage respect for others, including those with different faiths and beliefs.
3. Provide opportunities for personal reflection and spiritual growth.
4. Foster critical thinking and enquiry into moral and ethical issues.

More specifically, Religious Education provides opportunities for:

- **Spiritual development**, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature and values in human society;
- **Moral development**, through helping pupils to consider and respond to areas of morality using their knowledge and understanding or religious and ethical teachings. This enables them to make reasoned and informed judgments on religious and moral issues;
- **Social development**, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a multicultural society;
- **Cultural development**, through fostering pupils' awareness and understanding in a range of beliefs, practices, and values in their own society and in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live.

4. Curriculum Implementation

- **Syllabus:** This has been designed alongside Jigsaw (formally Discovery RE) which meets the requirements of our locally agreed syllabus and is aligned to the guidance described below. This aims to provide pupils with the substantive and disciplinary knowledge to understand the significance of religions and worldviews to allow them to develop their own personal insights understanding and the skills required to engage with the subject matter.

This is enabled by developing the skills needed to engage with subject matter through:

A. Knowledge and Understanding

Describe and explain beliefs and practices, recognising the diversity which exists within and between communities. Identify, discuss, and respond to sources of wisdom found in religion and worldviews. Investigate the nature and diversity of religious practices, ways of life and ways of expressing meaning.

B. Application and Interpretation

Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth, expressing their own ideas and opinions. Draw conclusions about what enables different communities to live together respectfully for the well-being of all. Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.

C. Analysis and Evaluation

Justify their own ideas about how beliefs, practices, and forms of expression influence individuals and communities. Express with

increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. Appreciate and appraise varied dimensions of religion linking these to British values.

- **Teaching Approach:** RE is taught through a mix of direct teaching, discussion, storytelling, artefact exploration, and visits to places of worship. We intend that the Religious Education will:
 - **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
 - **provoke challenging questions** about the meaning and purpose of life, beliefs, self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
 - **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional, and social ethics; and to express their responses.
 - **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
 - **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
 - **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity, and compassion.
 - **develop a sense of awe, wonder and mystery.**
 - **nurture children's own spiritual development.**
- **Faiths Covered:** Christianity and other principal world religions such as Islam (as there is a significant religious community in our locality, Judaism and Hinduism, Sikhism, alongside non-religious worldviews like Humanism.
- **Cross-Curricular Links:** RE links with subjects such as History, Geography, PSHE, and Literacy, enriching pupils' learning experience.

5. Time Allocation

The school gives curriculum time to religious education, as recommended by the West Sussex Agreed Syllabus 2020-2025. It is anticipated that the actual amount of time given each week will vary. The details of which can be found in our curriculum overview and unit plans.

6. Inclusion and Accessibility

- **Equal Opportunities:** RE is accessible to all pupils, regardless of background, ability, or belief.
- **Special Educational Needs and Disabilities (SEND):** Lessons are adapted to meet the needs of all pupils.
- **Right to Withdraw:** Parents/carers have the legal right to withdraw their child from RE. Any parent wishing to do so should meet with the headteacher to discuss alternative arrangements.

7. Assessment and Progression

Pupil progress in RE is monitored and assessed through:

- Observations and discussions
- Written work and creative projects
- Self-reflection and peer feedback

Teachers record pupil progress in RE on Insight, which is then fed back to parents when the reports are distributed.

Assessments are in line with the expectations outlined in the West Sussex Agreed Syllabus 2020-2025.

8. Roles and Responsibilities

- **Headteacher:** Ensures compliance with the policy and legal requirements.
- **RE Coordinator:** Oversees the planning, delivery, and evaluation of the RE curriculum.
- **Teachers:** Plan and deliver high-quality RE lessons, fostering a safe and respectful environment.
- **Governors:** Monitor the implementation of the policy and provide strategic support.

9. Monitoring and Review

This policy will be reviewed biannually by the RE Coordinator and the governing body to ensure it remains up to date and effective.