

Navigation Primary School



Religious Education Policy

Governors' Committee Responsible: Curriculum Committee

Next review Date: Autumn 2021

1. Introduction

Navigation Primary School is made up of pupils and staff from diverse nationalities, cultures and faith groups. As a school, we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils. We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and within the wider world. By promoting tolerance and understanding of other people, we enable pupils to appreciate what it means to be positive members of our multicultural society.

2. Legal Requirements

2.1 Navigation Primary, in accordance with the 1988 Education Reform Act (and the later 1996 Act), provides Religious Education for all pupils registered at the school. Religious Education is taught in accordance with the Trafford Agreed Syllabus 2016-21.

2.2 Parents may withdraw their child from Religious Education on the grounds that they wish to provide their own religious education. Parents wishing to withdraw their child from RE must give written notification to the school. Teachers can also exercise their right to withdraw from teaching RE. However, we hope that all parents and teachers would feel comfortable with the Religious Education being taught at Navigation Primary School.

2.3 It is the duty of the head teacher to ensure sufficient time is given to enable pupils to reach the expectations set out in the agreed syllabus. The expectation is that there is a minimum allocation of 5% of curriculum time for RE i.e. one hour per week allocated curriculum time although on occasions this may be met through special R.E. themed days.

3. Aims

3.1 These aims are taken from the Trafford Agreed Syllabus.

3.2 The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop responses of their own.

3.3 The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews [Christianity, other principal religions represented in Britain, smaller or religious communities and non-religious worldviews such as Humanism] so that they can:
 - describe, explain and analyse beliefs and practices, recognising diversity which exists within and between communities and individuals;
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of the different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews so that they can:
 - explain reasonably their 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, including ethical issues.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

4. The purpose of RE

- R.E. contributes dynamically to children's education by provoking challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, right and wrong and what it means to be human.
- In RE children learn about and from the different religions and worldviews in local, national and global contexts
- Children learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- The teaching of RE should equip the pupils with the systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop an aptitude for dialogue so that they can participate positively.
- Pupils should gain and deploy the skills need to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the rights of others.

5. Teaching and Learning

Planning for Religious Education is based on three areas –

- Believing - religious belief, teaching, sources, questions and meaning, purpose and truth e.g. what can we learn from sacred books?
- Expressing – religious and spiritual forms of expression; questions about identity and diversity e.g. Why is Jesus inspiring to some people?
- Living – religious practices and ways of life; questions about values and commitments e.g. What matters most to Christians and Humanists?

6. Curriculum

The syllabus can be seen in the curriculum map in Appendix 1.

7. Resources

Resources are located in the RE cupboard and in the reference section of the school library. The resources are reviewed and updated by the RE team.

8. Spiritual, Moral, Social and Cultural Development

Through teaching Religious Education in our school, we provide opportunities for children to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important. We encourage children to consider the answers offered by faith groups to questions of meaning and purpose, and moral and ethical issues. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

9. Assessment

Pupil attainment is assessed against the progress steps in RE contained within the agreed syllabus and the progress is across a key stage. Pupils' progress is recorded electronically. Parents receive a written annual report, which includes details of progress in Religious Education.

10. Monitoring and Review

The RE lead is responsible for monitoring the standards of the children's work and the quality of the teaching in RE. He/she is also responsible for supporting colleagues in the teaching of RE, to inform them of training and courses where appropriate, and for being informed about current developments in the subject. The RE lead reports to the head teacher and governors.

11. Equal Opportunities

All pupils at Navigation are treated equally, regardless of background, belief, gender and ability (or any disability). Staff ensure all pupils are able to access the RE curriculum.

Signed: _____ Head teacher

Signed: _____ on behalf of the Governing Body

Date:

		Autumn	Christmas	Spring	Summer		
Nursery & Rec		Linked to EYFS Curriculum					
KS1	Y1	Who is a Christian and what do they believe?	Gifts & Giving (2 weeks)	Who is a Muslim and what do they believe?	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?	
	Y2	Who is Jewish and what do they believe?	Good News (2 weeks)	What makes some places sacred?	What can we learn from scared books?	How should we care for others and the world, and why does it matter?	
Lower KS 2	Y3	What does it mean to be a Hindu in Britain today?	Light (2 weeks)	What do different people believe about God?	What does it mean to be a Christian in Britain today?	Why do people pray?	Project – Peace Mala & Golden Rule
	Y4	Why do some people think that life is a journey and what significant experiences mark this?	Journeys - Mary's Milestones (2 weeks)	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	What can we learn from religions about deciding what is right and wrong?	Project – World and Flag
Upper KS 2	Y5	What does it mean to be a Muslim in Britain today?	Peace (2 weeks)	Why do some people think God exists?	What would Jesus do? Can we live by the values of Jesus in the 21 st century?	If God is everywhere, why go to a place of worship?	Project – Buddhism
	Y6	What matters most to Christians and Humanists?	Incarnation: God becoming human (2 weeks)	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What do religions say to us when life gets hard?	What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	Project – Sikhism