



Rossmore School

Rossmore School's Religious Education Policy

Intent

Through the teaching of Religious Education (R.E) at Rossmore, children will learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education. Our RE curriculum is designed to meet the content requirements of the agreed CWAC syllabus where there is a set amount of time specified in the agreed syllabus for each religion.

Implementation

Our R.E. lessons are based on a big question each half term which lends itself to an inquiry based curriculum that engages the children's natural curiosity. We make connections and collect clues throughout the unit of work to help us to answer the big question which fits into our school concepts and wider curriculum. Our work is concept driven and we often focus on key words to develop religious literacy and equip us with the skills we need to discuss religion. We apply our literacy skills to our R.E. work and develop the skills needed to access Religious Education like debating and group work. We currently learn about Christianity and Judaism in Key Stage One and Christianity, Hinduism, Sikhism, Islam and Judaism in Key Stage Two. We are also introduced to Humanism as a non-religious world view with sessions in both key stages. We may also consider different religions alongside global learning and interfaith projects. We have regular visits to our local church as part of our R.E. curriculum and have outdoor learning opportunities on our school grounds. R.E. lessons often include Philosophy for Children, circle time, critical thinking and opportunities to unpack concepts through drama, art and ICT. Our R.E. helps us to learn about diversity in the UK and around the world. The skills and attitudes taught are central to the study of Religion and World Views and are reflected in learning opportunities throughout all stages of learning. The CWAC syllabus plans for clear progression in these skills between stages of learning so that attitudes and skills are developed year on year.

Impact

Through our lessons, children will be able to access their key words to help them to discuss, recall knowledge and understand religion in society. Specific skills for Religious Education will have been developed including;

EYFS:

- Develop curiosity as to why Christians do nativity plays at Christmas.
- Explain why Christians give and receive presents at Christmas.
- Explore why Christians say Jesus is special through the miracle stories.
- Talk about how Christians might worship God in church.

- Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important.
- Talk about the Bible as a special book for Christians which has many special stories.

KS1

- retelling religious stories
- recognising symbols
- sharing my opinions
- asking questions
- responding positively to differences and similarities

KS2

- making connections between words of wisdom
- can reflect on their own values and those of a believer
- can understand different ways of life and ways to express meaning
- can ask and have the skills to answer, ultimate and ethical questions from their viewpoint and that of a believer
- discuss issues and support the development of community cohesion whilst challenging prejudice

Our **ongoing skills development** include Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving.

Our **developing attitudes** in religion and world views include Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.

Assessment

It is essential that the key knowledge, skills and attitudes that pupils are taught are monitored and tracked as they move through school. We know that children have gained the expected knowledge and understanding of other religions and worldviews through various types of formative assessment, immediate intervention and group work, and by using Balance as an assessment and planning tool which is undertaken on a regular basis. Encouraging pupils to reflect on their own learning, as well as their own developing worldviews, is done through peer and self-assessment. Through our inquiry approach, project-based learning, we can also assess how well the children transfer their skills and attitudes learnt to other areas of the curriculum. A number of assessment strategies will be employed to assess a child as we often find that deeper learning is demonstrated through lessons which are not restricted to literacy skills. It is a legal requirement to report to parents on progress in Religious Education.

Equal Opportunities and Inclusion

As we are not a faith school, all R.E. teaching is delivered in a manner suitable for all to access, e.g “This is what most Christians believe” or “This is what some people think”. Some children do develop their own beliefs through R.E. lessons (whether this be through a particular faith, a sense of awe, or a decision to not believe) and all views are respected and developed accordingly.

It is important to keep in mind that R.E. makes a distinctive contribution to pupils' spiritual, moral, social and cultural development in that it is dealing specifically with the meaning, purpose and value of life. The importance of religious tolerance is also a key component of British Values and the Prevent Agenda.

Right of Withdrawal

Parents may withdraw their child from Religious Education provided they give written notification to the school. Parents may be asked to supervise their child during the lesson and provide appropriate lesson material based on their belief. However, we hope that all parents would feel comfortable with the type of Religious Education being taught at Manor House and lessons can often be made to fit with individual beliefs and values. There are currently no children withdrawn from Religious Education.

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