

# Roman Way Academy



## Religious Education Policy

**Our vision: To build lifelong learners**

**Our mission: We enable every child to meet their full potential**

This school is an inclusive school and all children, irrespective of social background, religious faith, culture, race, gender, differences in ability and disabilities have an entitlement to all areas of the curriculum. Reasonable adjustments will be considered to enable children to participate in the life and work of the school.

### **SMSC**

Spiritual, Moral, Social and Cultural (SMSC) development is about everything we do at Roman Way and supports the rights and responsibilities of the child. As well as contributing towards the whole school ethos, it leads to children becoming lifelong learners who make a positive contribution to our world, preparing them for life in modern Britain. Within the curriculum, including Religious Education and Personal, Social, Health Education there are plans to develop SMSC

### **Rationale**

Religious education (RE) provides pupils with a systematic knowledge and understanding about Christianity and principle religions such as Buddhism, Sikhism, Hinduism, Islam and Judaism. Humanism and Atheism are worldwide views which are included as part of the RE curriculum. Religious education aims to enable pupils to develop their skills for expressing their experiences of religion, belief and big concepts upon which religions are founded, such as God, creation and afterlife so they can engage in life in an increasingly diverse society.

### **Aims**

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.

## **Curriculum**

We plan our teaching and learning of religious education based on the Hertfordshire Agreed Syllabus of Religious Education (2017- now 2023). Religious education is taught at identifiable times in every year group in Key Stage 1 and 2. At Roman Way, we are flexible in our planning for religious education and wherever possible, include a creative or cross-curricular approach. A long term and medium-term plan will be devised by the subject lead in conjunction with the teaching colleagues in each key stage. In addition to the distinct curriculum time for religious education, we have whole school collective worship in the form of school assemblies. The programme of study sets out eight key areas listed below, which aim to enable pupils to develop knowledge and understanding of the key aims:

- Beliefs and practices
- Sources of wisdom
- Symbols and actions
- Prayer, worship, and reflection
- Identity and belonging to a family
- Ultimate questions
- Human responsibility and value
- Justice and fairness

## **Early Years Foundation Stage**

In Nursery and Reception, the curriculum promotes spiritual, moral, social and cultural development and religious education. Religious education is delivered flexibly according to the statutory requirements of EYFS. Children will encounter Christianity and religions and beliefs represented in the class, school or local community. The eight key areas of the study are delivered through the EYFS curriculum. Pupils will have opportunities to listen and respond to faith stories and explore some of the ways in which these faiths celebrate important festivals. Through communication and language development pupils are encouraged to talk about and share their ideas and experiences about their own or other faiths. Understanding of the world enables pupils to engage with artefacts, people and places and learn about key figures in their own lives.

## **Key Stage One**

In Key Stage One pupils follow a coherent and systematic study of the principal religion of Christianity and one other religion. Pupils may learn from other religions in thematic units or as a response to the religious make-up of our school and local community. Through the eight key areas, pupils recall and name different beliefs including festivals, worship, rituals and ways of life. Pupils learn to retell and suggest meanings to some stories of faith, whilst exploring sacred writings and recognising the traditions from which they evolve. Pupils recognise how and why symbols and actions express religious meaning and learn about similarities and differences between communities. Pupils respond and reflect on what communities do and gain an understanding of what prayer, worship and reflection means to a religious community. Through questioning, pupils explore how communities express their identity and belonging and how this affects their lives. Pupils have opportunities to visit local places of worship and invite religious leaders to come to school. Pupils learn how and why people show care and concern for humanity and the world. Pupils reflect on ideas about what is right and wrong and how spiritual and moral values influence the behaviour and choices of themselves.

## **Key Stage Two**

In Key Stage Two, pupils continue to study a coherent and systematic study Christianity, alongside the religion of Islam, Sikhism and Hinduism. Pupils may also learn from other religions and worldviews in thematic units. Through the eight

key areas, pupils discover more about the significance of different features of the religion such as pilgrimage, worship and rituals which mark important points in life. Pupils learn to investigate, compare, interpret, and respond to religious stories, sacred writings and sources of wisdom and reflect on how beliefs and teaching impact on different communities. Pupils explore and describe a range of beliefs, practices and symbols. Pupils gain an understanding of how different faiths communicate their beliefs in different ways. Pupils examine the role of religious leadership and the value of belonging to a religious community. Views about belonging, meaning, purpose and truth are discussed through challenging 'ultimate' questions. Pupils learn about the ways in which diverse communities can live together. They discuss ethical questions, reflecting on ideas about right and wrong and what is just and fair.

### **Equal Opportunities**

We set high expectations and provide opportunities for all learners to achieve success in religious education regardless of culture, race, gender, ability or disability. Teachers will strive to overcome any potential barriers to learning for individuals and groups and respond to learners' diverse learning needs by planning approaches to teaching and learning in religious education so that all learners are given equal opportunities, set suitable challenges and can take part in lessons fully and effectively.

### **SEND**

At Roman Way, we are committed to giving pupils with SEND equal opportunities to take part in all aspects of the curriculum. Through careful planning and differentiation, we will break-down barriers to learning, promoting inclusion and progress for all. We will work in partnership with parents, carers and professionals to support every child in their learning. We will facilitate learning for all SEND pupils with the aim of building pupil independence and metacognition skills.

### **British Values**

At Roman Way, British Values are promoted through teaching and learning in RE as follows:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to British values. RE lessons should offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. Excellent teaching of RE will enable pupils to learn to think for themselves about British values. In RE pupils learn the skills and develop attitudes that help protect themselves and others from harm throughout their lives.

The RE classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In RE pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. They consider questions about identity and belonging. Religion is a good case study of the balance between individual liberty and the greater good. RE can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.

### **Monitoring and Evaluation**

The subject lead with guidance from the Headteacher will monitor the effectiveness of this policy in conjunction with all members of the teaching staff and governors.

Signed (Coordinator): D. Inskip

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