

# Viking Academy Trust



## Religious Education Policy 2020-2021

**Approved by the Trust: Term 6 2020**

**Reviewed biennially: Term 6 2021**

**Last review date: Term 6 2020**

**Signed**



**Chair of Trust**

The VIKING ACADEMY TRUST 'Feedback Guidance for Ramsgate Arts  
Primary School has been written after consultation with staff.

This policy has been adopted by the governors in consultation with the Head of School, subject leader and teaching staff.

The policy was approved by the governing body in July 2020 and will be reviewed on July 2021.

### What is Religious Education?

Religious Education (often referred to as RE) is the general study of religions. During RE lessons, pupils learn about the ways that people in various cultures worship different gods or deities.

RE is a core subject for schools and the teaching of RE is statutory. This means that all school must teach RE to their pupils. However, parents and carers do have the right to withdraw their child from RE lessons. To read more about this, please read the 'Withdrawing my child from RE lesson' section in this policy.

### Why is teaching RE important?

Studying the details of range of religions has multiple benefits.

Through the study of RE, children develop an understanding of the faiths, beliefs and practices of individuals and communities. Learning about religious and non-religious worldviews in an academic way and objective way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.

### The legal position of RE

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### *INTENTION*

### What are the main aims of teaching Religious Education at RAPS?

Within the framework of statutory requirements and those of the locally agreed syllabus, our main aims of teaching RE are:

- to enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences
- to develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Kent and Great Britain
- to affirm each pupil in her/his own family tradition, religious or non-faith, and through that to promote awareness, respect and sensitivity for the traditions of other people
- to provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development
- to support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live

## IMPLEMENTATION

### What content is on the RE curriculum at RAPS?

There is no National Curriculum for RE, so schools' RE curriculums are either determined by the Local Authority, who provide a curriculum via what is called an 'agreed syllabus' or, if schools operate within a Trust, they can follow their own curriculums for RE.

As part of a Trust, Ramsgate Arts Primary School is not required to follow the Kent Agreed Syllabus. However, all academies must follow an agreed syllabus, which may be the Kent Agreed syllabus. All schools must ensure that their RE curriculum-

- includes provision for religious education for all pupils registered at the school
- the religious education programme must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain

At RAPS, we follow a cohesive programme of study to ensure that RE is taught effectively (in line with the criteria listed above) across the school. Each term is focused around a theme or big question. See details below of the religions and themes/big questions studied across the school from Years 1-6.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Our Wonderful World 6 lessons	Why do Christians give gifts at Christmas? 5 lessons	Special Books 5 lessons	What did Jesus teach us? 6 lessons	What do Hindus celebrate? 6 lessons	What do Muslims celebrate? 6 lessons
Year 2	Leaders and Teachers 5 lessons	Christmas Celebrations 5 lessons	Who was Buddha? 6 lessons	Why is the Torah special? 6 lessons	Christian Rites of Passage 5 lessons	What do Sikhs believe? 5 lessons
Year 3	What do signs and symbols mean in religion? 5 lessons	How and why do Hindus celebrate Divali? 5 lessons	What do we know about Jesus? 6 lessons	Jewish Celebrations 6 lessons	What is the Bible and why is it important for Christians? 6 lessons	Islamic Rites of Passage 5 lessons
Year 4	Sikh Rites of Passage 5 lessons	Christmas Journeys 5 lessons	Hindu worship at home and in the mandir 6 lessons	Why is Easter important to Christians? 6 lessons	Buddhist Festivals 5 lessons	Belonging and Identity 6 lessons
Year 5	Where did the Christian Bible come from? 5 lessons	Why is Muhammad important to Muslims? 5 lessons	Jewish Worship and Community 5 lessons	Buddhist Worship and Beliefs 6 lessons	Stories of Christianity 6 lessons	Belief in our Community 5 lessons
Year 6	Stories of Hinduism 5 lessons	What is a church? 6 lessons	What is the Qur'an and why is it important for Muslims? 5 lessons	How do people express their faith through the arts? 6 lessons	Sikh Worship and Community 5 lessons	What happens when we die? 5 lessons*

The curriculum overview and lessons taught are taken from prepared schemes of work found at [www.planbee.com](http://www.planbee.com). As a school, we use these schemes as a basis for delivering RE lessons because they offer consistent, cohesive and well-planned lessons. Teachers adapt the lessons to suit the needs of their class.

### What about Reception?

Reception children are taught RE through festivals that are relevant to the specific cohort as they take place throughout the year. As the Reception Team work under the Early Years Foundation Stage Curriculum, we relate the Religious Education aspects of the children's work to the objectives set out under the Personal, Social and Emotional Development (PSED) and Knowledge and Understanding of the World (KUW) areas which are crucial to the development and progress of all pupils at this stage.

### How often is RE taught at Ramsgate Arts Primary School?

Each term, there are between 5 and 6 RE lessons taught. These lessons are taught by the class teacher during Personal Development Weeks at RAPS. To read more about these weeks, please read the Personal Development section of the school website. During key stage 1, there are at least 36 hours of RE taught each academic year. For key stage 2, there are at least 45 hours of RE taught each academic year.

*\*Please note- where 'lessons' are noted in the table above, this does not indicate 1 hour. Some lessons will take 2 or more hours to complete.*

### How is RE taught?

At RAPS, RE is taught with consideration and sensitivity to the differences of faiths, cultures and practices within our school. We believe this leads to an atmosphere of tolerance to others and goodwill. All lessons are taught with impartiality and neutrality, meaning no single religion is favoured and there will be no siding with specific points of view. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Christians go to church on Sundays'.

## IMPACT

### What is the impact of the teaching of RE at RAPS?

Through the teaching of Religious Education, pupils will-

- Learn about religion. For example, by developing knowledge and understanding of the '6 big' religions (Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism). This includes enquiry into the nature of religion, the range of beliefs, teachings and ways of life, sources, practices and forms of expression.
- Learn from religion. This focuses on developing pupils' reflection on and in response to their own and other's experiences in the light of their learning about religion. Pupils should develop the skills of application, interpretation and evaluation of what they have learned about religions. Pupils should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

### How is RE assessed?

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all, however, the ability of children to recall facts and to be able to express a view about religions is monitored by the teachers who are able to assess what pupils know about religions, what their attitudes are to religions are and how well they are able to express their own views and feelings towards other religions. This should be formally reported to parents as part of the child's end of year report.

## WITHDRAWAL FROM THE TEACHING OF RELIGIOUS EDUCATION

### Can I withdraw my child from RE lessons?

Parents may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers would feel comfortable with the teaching and learning Religious Education lessons taught at Ramsgate Arts Primary School.