



A member of  
the **bdot** family

**EAST MORTON CE PRIMARY SCHOOL**  
**RE Policy**

## Mission Statement

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

### Core Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

## Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of RE at East Morton CE Primary School.

We adhere to the Legal Requirement for teaching RE (Education Reform Act 1988) and, as a Voluntary Controlled school, follow the Locally Agreed RE Syllabus concepts which have been developed in conjunction with schools and other religious, ethnic and cultural groups across the region. We teach the **Bradford Agreed Syllabus** statements through the **Understanding Christianity scheme** and by using the **Diocesan Syllabus** for other faiths than Christianity. The focus of RE is predominantly Christian, but takes into account the principal religious traditions of Islam, Buddhism, Hinduism, Islam, Judaism and Sikhism. As the Bradford Agreed syllabus states:

“When well-taught, RE is an exciting and stimulating subject that enables pupils to bring their own experiences of life, to explore their identity and to develop an understanding of others. RE also makes a significant contribution to spiritual, moral, social and cultural development and to community cohesion. By providing the space for discussion of challenging moral and philosophical issues it can play a part in the prevention of extremism.”

At East Morton CE Primary we strive to ensure that the culture and ethos of our school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils are provided with opportunities to experience, understand and value diversity.

We have active links with local churches and our local community and we work to promote cohesion and celebrate diversity. The ethos of the Christian faith permeates the life of our school and is openly shared in our times of collective worship which follows the Anglican tradition.

## Aims and Objectives

### Aims

The aims of East Morton CE Primary School's RE Policy are:

- to develop conceptual understanding of religion, religious beliefs and practices in order to begin to engage in informed reflection and discussion about religions and religion

- to develop an informed appreciation of religions in order to explore them with openness, interest and enjoyment
- to value religious and cultural diversity in order to enhance social and cultural development and thereby contribute to a more just and civil society and play a part in the prevention of extremism
- to create meaning from knowledge and understanding of religions and religion in order to enhance spiritual and moral development
- to develop an awareness of the richness of religions and their contributions to society and culture in order to be able to make increasingly mature judgements about the world in which they live
- to recognise commonality and difference within and between religions in order to develop respect, openness and curiosity
- to develop a sensitive understanding of the significance of religious commitment and practice to the lives of individuals in order to develop respect for individuals and their right to hold beliefs that are different from their own.

### **Objectives**

The objectives are:

- to **learn about** religions and religion through religious beliefs and teachings, practices and lifestyles and, expression and language
- to **learn from** religions and religion in order to be able to create meaning, find relevance and develop personally
- to explore human experience and concerns about ourselves and the world in which we live.

### **Content and Planning**

RE is taught by following the programmes of study taken from Understanding Christianity and the Leeds Diocesan Syllabus (encompassing other world faiths)

- In KS1 children study Christianity, Islam and Judaism (36 hours per year)
- In Lower KS2 children study Christianity, Islam, Hinduism and Sikhism (45 hours per year)
- In Upper KS2 children study Christianity, Islam, and Buddhism (45 hours per year)
- At Foundation Stage, RE is taught in accordance with the EYFS document.

Long Term Planning is discussed at Whole School Planning sessions and Staff Meetings; each year group works within the Long Term Plan for the school, having different year group topics based on big questions.

In each Key Stage teachers draw up Medium Term and Short Term Planning for each term in accordance with the LTP, Understanding Christianity and the Leeds Diocesan Syllabus programmes of study.

Planning is monitored by the RE Leader in accordance with the school's Monitoring and Evaluation cycle.

Cross-curricular themes allow for RE to be included within the context of a range of other curriculum areas. For example:

- Literacy: reading, writing, speaking & listening, drama
- Art: painting, collage, drawing, fabric decoration
- ICT: word processing, research, digital photography, recording of visitors
- PSHCE: citizenship, poverty, homelessness, democracy, disability, discrimination
- Spiritual, moral, social & cultural development: sacrifice, duty, morality, values

## Teaching and Learning

A range of strategies is used which give children the opportunity to:

- reflect and contemplate religious, spiritual and moral questions and matters of concern
- talk about and share their understanding of and questions about religious and moral issues
- engage in activities which enable them to have first-hand experience of religions, faith and other world views through a variety of means (visits, visitors, games, simulations, drama and appropriate role play)
- explore religious symbols, art, artefacts, buildings, sculpture and design
- use a variety of media, including art, drama and other forms of presentation, as well as the spoken or written word
- focus and engage on stories, texts, teachings concepts, words and their meanings and have opportunities to share opinions
- become independent learners with some control over their learning styles and ways of presenting work.

Children are encouraged to:

- discover religious communities for themselves and develop an empathetic understanding of them (social anthropology/ethnography) e.g. by visiting places of worship, either in person or virtually.
- explore sacred and other texts in an informed manner in order to interpret their meaning, understand their significance and to appreciate their commonalities and differences (textual study)
- develop an understanding in the key beliefs and teachings about God that underpin much religious practice and commitment so that they can engage in informed debate (theology)
- work competently with concepts and arguments and be able to analyse ideas so that they can think clearly and carefully about their own and others' beliefs and lifestyle (philosophy)
- develop an understanding of the ways in which religions are structured and their influence on societies and culture (sociology)
- understand the varieties of religious experience so that they are able to recognise the deep commitment that underpins people's involvement in religion (psychology)
- explore a range of moral principles, questions and arguments in the light of religious teachings in order to develop their own considered responses to such question (ethics)
- develop knowledge and understanding of the origin and spread of religions so that they are better able to understand their current situation (history)
- develop the ability to interpret and to create meaning (hermeneutics)
- appreciate the variety of art forms within religions, the religious beliefs which underpin them and how they convey meaning to and nurture commitment within the adherents of that religion (art and aesthetics)

### **Withdrawal from RE**

Whilst it is hoped that no child will be withdrawn from RE, parents are very welcome to address any concerns they might have with the Headteacher, by appointment. Where children are withdrawn, suitable arrangements will be made for their supervision.

### **Inclusion and Greater Depth**

Inclusion and greater depth is recognised in RE and is catered for by the provision of differentiated tasks/resources, open-ended research and adult support.

### **Assessment and Reporting**

Assessment is carried out by teachers during the course of their teaching. Parents are informed of their child's progress through the end of year Report.

**This policy should be read in conjunction with the following policies:**

- Equality Policy
- SMSC Policy
- SEN Policy

### **Approved**

Headteacher:

*A Proctor*

Governors:

*Tony Walker*  
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