

Cottenham Primary School



Religious Education Policy

Dated:	Spring 2023
Reviewed by:	Standards
Next Review date:	Spring 2025
Equality Review Checklist	<p>In reviewing this policy due consideration must be given to the impact that changes may have on issues of equality for the protected groups:</p> <p>Age Disability Religion or belief Race Pregnancy and Maternity Sex Sexual orientation Gender reassignment Marriage/civil partnerships</p> <p>If the equality of a protected group is likely to be compromised by changes to the policy then please complete an equality risk assessment, tick in the box and circle the characteristics affected: <input type="checkbox"/></p>

Cottenham Primary School - Policy Statement Religious Education (RE)

The Importance of RE

RE at Cottenham Primary School aims to develop knowledge and understanding of the 6 main religions: Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism, and Humanism. It aims to develop pupils' understanding of the living world of religion, its significance for many people and its impact on societies and cultures. Pupils are encouraged to think for themselves, to question, to listen to and understand other people's viewpoints and to evaluate their own beliefs, ideas and values. RE promotes the skills of reflection, empathy, communication, enquiry, analysis and evaluation and the attitudes of respect, open mindedness, sensitivity, critical awareness and self-esteem. It helps the pupils think about themselves, their feelings, their relationships and their uniqueness as human beings and promote pupils' spiritual, moral, social and cultural development.

How do we teach RE at Cottenham?

RE is taught regularly throughout the school. RE is delivered weekly or in condensed blocks during the term.

Wherever there are natural links, RE is incorporated into other areas of the curriculum; for example History, Art and PSHE.

RE will be taught by the class teacher or a Higher Level Teaching Assistant (HLTA) covering PPA time following the 2018 Cambridgeshire Agreed Syllabus. All work will be planned to the appropriate age and ability. RE will be delivered in classrooms, in the school grounds and through visitors and trips.

Summary of Content

By the end of Year 6, we will expect children to understand the substantive knowledge that underpins the following: understand the foundation knowledge of the six major world religions and Humanism, develop a greater depth of knowledge of Christianity including different denominations and the Christian calendar, know the major festivals of these religions, consider the importance of religious buildings and how they vary, appreciate the significance of religious artefacts and the role they play, learn stories from across religions and consider the messages they are conveying and be aware of reoccurring themes across religions, such as light and colour.

During their study of this knowledge, the children will be exposed to the disciplinary knowledge that demarcates RE from other domains. This will include understanding and evaluating the diversity of belief in different religions, both nationally and globally; making connections between different beliefs and practices of all religions; articulating and applying the different responses to ethical questions from a range of different religions, both in debate and essay form; and considering the links between RE and other subject domains.

Resources

Children have the opportunity to use the wide range of RE resources at Cottenham. The RE co-coordinator is responsible for the monitoring and maintaining resources. New resources will be ordered in consultation with other staff members. New materials are ordered out of the RE budget.

Assessment, Continuity and Progression

See Teaching and Learning Policy

All subjects at Cottenham Primary have an accompanying Intended Outcome Sheet, which outlines the expected learning within that subject. Therefore, RE coordinators will have clear definitions of what success for children within a domain looks like. All teachers are then well positioned to answer the question: have the children learned what we have taught them? To answer this question, and to help us to understand the efficacy of the CPS curriculum, we will use a range of indicators, which will provide both the quantities and qualities that our curriculum yields.

Evaluating, Monitoring and Reviewing

See Monitoring and Evaluation policy

The monitoring of RE is ongoing, and the responsibility of the RE Curriculum Co-ordinator and the Senior Curriculum Lead. Monitoring of the subject will be carried out using a variety of techniques, such as evaluating planning, pupil voice, classroom observation and work sampling.

Health and Safety

See Educational Visits Policy

When taking children out of school to undertake any RE visit, the school's Health and Safety policy and the authority's guidelines must be fully adhered to. Permission from the Senior Leadership Team and parental consent is always sought and a risk assessment carried out before the visit.

Inclusion, Equal Opportunities and Special Needs

All children at Cottenham will have access to the same RE curriculum, regardless of gender, race, beliefs and mental and physical ability. It is expected that activities, both in and outside the classroom, are planned in such a way that they involve the inclusion all children.

However, parents have a right to remove their children from the RE curriculum for religious reasons. If this occurs, pupils will be given alternative work to complete independently in a separate environment.