Ashleigh Primary School

R.E.

Policy

IM, Reviewed:

Staff: \_\_\_\_\_\_\_\_\_\_

Approved by Governors: \_\_\_\_\_\_\_\_\_\_

Review date:

**British Values**

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

**Race Equality and Racial Harassment**

Implicit in all our policies is a belief in race equality and everything will be done to promote this. We do not tolerate racial harassment. (Refer to School’s Race Equality and Racial Harassment Policies).

**The Legal Requirement:**

RE must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. It is a necessary part of a ‘broad and balanced curriculum’.

**The Purpose of RE**

Religious Education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.

It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

**The Principal Aim of RE**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

At Ashleigh we follow the agreed Blackburn with Darwen Syllabus 2107-2022.

**The curriculum for RE aims to ensure that all pupils:**

**1. Know about and understand a range of religions and worldviews, so that they can:**

Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals

Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews

Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities

Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues

Appreciate and appraise varied dimensions of religion.

**3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively

Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all

Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.

Assessment

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils’ achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

Reviewed: March 2019

Staff: \_\_\_\_\_\_\_\_\_\_

Approved by Governors: \_\_\_\_\_\_\_\_\_\_

Review date: March 2023

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_