



Sleights Church of England  
(Voluntary Controlled) Primary School

# Religious Education Policy

January 2019

*Working together to be happy; to flourish; to succeed*  
through our Christian values  
**perseverance, respect and trust.**

This policy intends to outline the policy for Religious Education at Sleights Church of England (Voluntary Controlled) Primary School.

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to the Religious Education policy.

The key aspects of this policy were established through “working together”, as it has been written through consultation with staff and governors. The teaching of Religious Education is enhanced at Sleights through highly effective collaboration and “working together” through professionals, visitors, visits and the Clergy.

Our Christian Values are firmly rooted in this policy.

Christian Value	How is this value lived out in our Religious Education policy?
perseverance	<p><i>I can do all things through Christ who strengthens me (Philippians 4.13)</i>                      Religious Education is highly quality and challenging for children. Often, children will be challenged to explore ideas, values and stories, deeply rooted in the teaching of faiths. It is through perseverance that children build resilience and strength to grapple with these challenges.</p>
respect	<p><i>So in everything, do to others what you would have them do to you (Matthew 7:12)</i>                      As a proud Church of England school, we are committed to the teachings of the Bible and Jesus. However, we also teach a deep respect to our children in relation to other religions, traditions and faiths.</p>
trust	<p><i>My God is my strength in whom I trust (Psalm 18:2)</i>                      Trust is an essential aspect of highly effective RE teaching. In conjunction with respectful and caring consideration for a range of faiths and beliefs, effective trust at Sleights ensures that families, children and staff can work together, in line with our school vision to deliver a highly inclusive, engaging and effective curriculum to children with all and no faith.</p>

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. (Church of England Vision for Education)*

## Rationale

At Sleights, Religious Education is valued as a core National Curriculum subject. Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education teaching and learning as to all other subjects. We teach Religious Education according to the aims of the North Yorkshire Agreed Syllabus (2013- 2018).

Through their work in RE children explore, analyse and reflect on a range of religious and non-religious responses to basic human questions of meaning and purpose.

In particular, Religious Education:

- helps children to know about and understand the religious beliefs, values, experiences, practices and traditions by which people throughout the world live and make sense of their shared human experience;
- enables children to examine and draw upon their own experience through reflection and response. Religious Education therefore has an important contribution to make to children's personal and social development and especially to their spiritual, moral and cultural development.

## Aims and Purposes

At Sleights, Religious Education is concerned to help pupils develop open, sensitive, reflective and critical approaches to understanding humankind's varied religions and beliefs, exploring practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.

We are committed to five key aims:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions and beliefs represented in the UK and globally.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK
- Enhance their spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs and reflecting on their own beliefs values and experiences.

Religious Education has two closely related aspects: Learning about religions and beliefs (AT 1) and Learning from religions and beliefs (AT 2). These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience. In accordance with the ethos and values of the school the pupils will develop an appreciation of and respect for the beliefs and philosophies of others.

Pupils will be encouraged to value the rich variety of cultural traditions and lifestyles represented in modern Britain, and to consider their place in this. It is acknowledged and respected that deep beliefs are held in the area of Religious Education.

## Curriculum

At Sleights, the North Yorkshire Agreed Syllabus is followed. Resources from Understanding Christianity are used in conjunction with this agreed syllabus. In line with the revised Statement of Entitlement, at Sleights, Christianity is the major religion taught and studied in each year group. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is committed to the delivery of RE. This is at least ten percent of the curriculum time at Sleights.

Children will be encouraged to record their learning and experience through:

- drama/mime/role play
- dance/music
- art/technology
- written and oral work
- presentation and displays of work

Big books and individual pupil books form a record of the curriculum that children receive at Sleights.

## Religious Education Assessment

Assessment of Religious Education is undertaken using North Yorkshire guidance. Within the current SACRE (2013-2018), an eight level scale is used to assess children's knowledge, understanding and skills in Religious Education. The scale describes appropriate achievement for most pupils at particular ages and is made up of two areas: Learning about religions and beliefs and Learning from religions and beliefs. The table below illustrates the eight level scale, including the key skills associated with each level.

		AT1: Learning about religions and beliefs: This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.	AT2: Learning from religions and beliefs: This includes exploring and responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality.
Level 1	Recognising and talking about religion	Pupils: <ul style="list-style-type: none"> <li>• use some religious words and phrases to recognise and name features of life and practice in religion and belief;</li> <li>• can recall religious stories, actions, and celebrations and recognise religious symbols, words, gestures and artefacts.</li> </ul>	Pupils express and talk about: <ul style="list-style-type: none"> <li>• their own experiences, feelings and celebrations;</li> <li>• what they find interesting or puzzling;</li> <li>• what is of value and concern to themselves and to others.</li> </ul>
	Key Skills	<i>Name, recall (stories), recognise (symbols)</i>	<i>Talk about...</i>
Level 2	Retelling stories, identifying religious materials and asking questions	Pupils: <ul style="list-style-type: none"> <li>• use religious words and phrases to identify some features of religion and its importance for some people;</li> <li>• begin to show awareness of similarities in religion and beliefs;</li> <li>• retell and suggest meanings for religious stories, actions and symbols;</li> <li>• identify how religion and belief are expressed in different ways.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>• ask, and respond sensitively to, questions about their own and others' experiences and feelings;</li> <li>• recognise that some questions cause people to wonder and are difficult to answer;</li> <li>• in relation to matters of right and wrong, recognise their own values and those of others.</li> </ul>
	Key Skills	<i>Show awareness (of similarities) Identify (how religion is expressed)... Suggest meanings...(symbols, stories) Begin to recognise (importance)</i>	<i>Respond sensitively... Ask questions... Recognise... (own values, others values)</i>
Level 3	Describing religion and making links to their own experience	Pupils: <ul style="list-style-type: none"> <li>• use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences;</li> <li>• make links between beliefs and sources, including religious stories and sacred texts;</li> <li>• begin to identify the impact religions and beliefs have on believers' lifestyles;</li> <li>• describe some forms of religious expression.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>• identify what influences them, making links between aspects of their own and others' experiences;</li> <li>• ask important questions about religious beliefs and ways of living, linking their own and others' responses; <ul style="list-style-type: none"> <li>• make links between values and commitments, and their own attitudes and behaviour.</li> </ul> </li> </ul>
	Key Skills	<i>Describe... Make links Begin to identify the impact... Recognise similarities and differences... Use a developing religious vocabulary...</i>	<i>Reflect on experiences... Identify influences... Ask religious questions... Make links... Compare responses...</i>
Level 4	Showing understanding of religion and applying ideas themselves	Pupils: <ul style="list-style-type: none"> <li>• use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences;</li> <li>• make links between them, and describe some similarities and differences both within and between religions and beliefs;</li> <li>• describe the impact of religion and belief on people's lifestyles;</li> <li>• suggest meanings for a range of forms of religious expression.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>• raise and suggest answers to questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments;</li> <li>• apply their ideas to their own and other people's lives simply;</li> <li>• describe what inspires and influences themselves and others.</li> </ul>
	Key Skills	<i>Describe similarities and differences... Make links between... Describe the impact of religion... Use religious vocabulary to show understanding...</i>	<i>Suggest answers to questions... Describe what inspires / influences Refer to religions... Apply ideas to their own lives... Show my understanding...</i>
Level 5	Explaining the impact of religion and expressing their	Pupils: <ul style="list-style-type: none"> <li>• use an increasingly wide religious vocabulary to explain the impact of beliefs</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>• pose and suggest answers to, questions of identity, diversity, belonging, meaning,</li> </ul>

	<b>own views of religious questions</b>	<p>upon individuals and communities;</p> <ul style="list-style-type: none"> <li>• describe why people belong to religions and belief groups;</li> <li>• know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this;</li> <li>• explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions and beliefs.</li> </ul>	<p>purpose and truth, values and commitments, relating them to their own and others' lives;</p> <ul style="list-style-type: none"> <li>• explain what inspires and influences them,</li> <li>• express their own and others' views on the challenges of belonging to a religion.</li> </ul>
	<b>Key Skills</b>	<p><i>Explain the impact... Describe why... Suggest reasons... Recognise diversity... Use a widening religious vocabulary...</i></p>	<p><i>Pose and suggest answers to questions... Express views... Relate questions and answers to my own life... Explain influences...</i></p>
<b>Level 6</b>	<b>Explaining and interpreting religion and expressing their own insights</b>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them;</li> <li>• explain why the impact of religions and beliefs upon individuals, communities and societies varies;</li> <li>• interpret sources and arguments, explaining different answers, from different traditions to ultimate questions and ethical issues;</li> <li>• interpret the significance of different forms of religious spiritual and moral expression.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use reasoning and example to express insights into the relationships between beliefs, authorities, teachings and world issues;</li> <li>• argue about and express insight into their own and others' views on questions of sacredness, identity, diversity, belonging, meaning, purpose and truth;</li> <li>• consider the challenges of belonging to a religion in the contemporary world, focussing on values and commitments.</li> </ul>
	<b>Key Skills</b>	<p><i>Interpret... Give informed accounts... Explain (impacts, reasons for diversity)...</i></p>	<p><i>Express insights (using reasoning and examples)... Evaluate... Consider challenges...</i></p>
<b>Level 7</b>	<b>Showing coherent understanding of religious questions and accounting for and evaluating responses to religious questions insightfully</b>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use a religious and philosophical vocabulary to show a coherent understanding of religions and beliefs;</li> <li>• show a coherent understanding of issues, values and questions of authority, meaning and truth;</li> <li>• account for the influence of history and culture on aspects of religious life and practice;</li> <li>• account for differences between people within the same religion or tradition;</li> <li>• show a coherent understanding of how religion, spirituality and ethics are studied.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• evaluate with insight arguments and questions of meaning, purpose and truth and ethical issues;</li> <li>• evaluate the significance of religious and other views for understanding questions of human relationships, sacredness, belonging, diversity, identity, society, values and commitments, using appropriate evidence and examples.</li> </ul>
	<b>Key Skills</b>	<p><i>Show coherent understanding... Analyse... Account for influences (religion, history, culture)... Begin to evaluate critically... Use the methods of religious study...</i></p>	<p><i>Articulate personal and critical responses... Evaluate using evidence and examples...</i></p>



Level 8	Analysing and contextualising their understanding of religion and justifying their views	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use a religious and philosophical vocabulary to analyse a range of religions and beliefs;</li> <li>• analyse religious material with reference to historical, cultural and social contexts;</li> <li>• critically evaluate the impact of religions and beliefs on differing communities and societies;</li> <li>• analyse differing interpretations of religious spiritual and moral sources and authorities, using some of the principal methods by which religion, spirituality and ethics are studied;</li> <li>• analyse varied forms of religious, spiritual and moral expression.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• justify their views on a wide range of viewpoints on questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments;</li> <li>• justify their views about religious, spiritual and ethical questions from evidence, arguments, reflections and examples, providing a comprehensive evaluation into the perspectives of others</li> </ul>
	Key Skills	<p><i>Analyse and contextualise interpretations... Critically evaluate... Interpret and evaluate drawing balanced conclusions...</i></p>	<p><i>Give independent, well informed and reasoned insights... Analyse in depth... Draw well substantiated and balanced conclusions...</i></p>

### Key Skills Progression Ladder

This 'ladder' is the key way for teachers to begin interpreting the scale, and to begin sharing its demands with students. One core skill from each attainment target is highlighted, usually summed up in just one word. These skills are carefully chosen to exhibit the progression that the scale envisages. They function as simple shorthand for each of the levels, highlighting the key ability that this level seeks to develop.

	AT1: Learning about religions and beliefs	AT2: Learning from religions and beliefs
8	Analyse and contextualise	Synthesise and justify different views
7	Show coherent understanding, give coherent accounts, use varied methods	Evaluate personally and critically
6	Interpret (sources, evidence, ideas, arguments)	Express insights (using religious evidence)
5	Explain why, explain similarity and difference	Express their own views giving reasons
4	Show understanding (using correct vocabulary)	Apply ideas
3	Describe	Make links (to their own lives and experience)
2	Retell stories	Respond sensitively
1	Name, recognise	Talk about

### Supporting materials for assessment

Guidance has been produced to support practitioners identify assessment opportunities. "Guidance Document D" provides wide ranging examples of the levels and key skills listed above in contexts. Practitioners can use these examples as guidance to support their own judgements.

## Expectations of Religious Education assessment

All planning of Religious Education must set appropriate and challenging expectations for pupils.

### End of Key Stage 1

It is expected that, by the age of 7, most pupils will attain a Level 2 on the scale above and will be using key skills associated to this.

Whilst a large majority of pupils will be working in the range Level 1/2, the curriculum also needs to cater for some pupils whose abilities of self-expression and thinking are at Level 3. Similarly some children with additional needs will be achieving with reference to the Early Learning Goals and to the P scales.

In practice, this means that teachers must plan work that enables pupils to identify and talk about religious materials (e.g. words, objects, festivals, stories, beliefs), moving on through the age range to be able to retell stories, respond sensitively to religious materials and suggest meanings in actions, symbols, words and stories.

### End of Key Stage 2

It is expected that, by the age of 11, most pupils will attain a Level 5 on the scale above and will be using key skills associated to this.

Whilst a large majority of pupils will be working in the range Level 3/5, the curriculum also needs to cater for some pupils whose abilities of self-expression and thinking are at Level 3. Similarly some children with additional needs will be achieving with reference to Level 1 or 2 and to the P scales.

In practice this means that teachers must plan work that enables pupils to describe religion and belief, making links to their own lives, progressing to work that enables pupils to use religious vocabulary and concepts accurately to show their understanding of diverse religions and beliefs and to apply religious and spiritual ideas for themselves.

## How is assessment recorded at Sleights?

Each child's assessment is recorded as individual levels. These records are electronically kept by the class teacher and updated at least termly. Evidence to support these judgements will not necessarily come from a written piece of work in a child's book. Evidence will be wide ranging, including verbal, from discussions or comments during lesson discussions.

## Monitoring the assessment judgements

Each term, the RE subject leader will undertake a work and book scrutiny to monitor standards in RE. This monitoring will include moderation of judgements.

## Equal Opportunities

All children have a right to a broad & balanced curriculum with the same access given to all pupils regardless of race, gender, religion, disability, economic & social background and any other factors which limit progress. Religious Education is planned to take account of these diverse needs and to challenge prejudice.

## Parental rights to withdraw children from RE

Parents have the right to withdraw their children from all or part of the RE programme. Where parents have concerns about their children taking part in RE, they are asked to discuss their concerns first with the Headteacher. He will be able to discuss the RE programme and teaching methods in greater detail and give parents access to the RE unit materials and resources used. Agreement on alternative provision for the children would need to be reached should they be withdrawn from the RE programme.