



## UPLANDS JUNIOR SCHOOL



### Religious Education Policy 2023

#### **Intent**

The teaching of Religious Education at Uplands aims to develop in our pupils an appreciation for the beliefs, cultural practices and influences of religion. Throughout the school, RE planning adheres to the Wolverhampton SACRE Agreed Syllabus and aims to help children to develop knowledge and understanding of five religions: Christianity, Islam, Hinduism, Judaism and Sikhism, as well as beginning to explore Humanist ideas. Our programme of study seeks to enable pupils to appreciate the way that religious beliefs shape life and behaviour. Pupils are given opportunities to make reasoned judgements about religious and moral issues, which enhances their spiritual, moral, social and cultural development.

RE is taught in such a way at Uplands as to reflect the overall aims, values and ethos of the school. As a UNICEF Gold Award, *Rights-Respecting school*, we promote religious understanding and respect, while challenging prejudice, discrimination and stereotyping. Each year group visits a different place of worship and we believe these trips play an important role in maintaining positive relationships, and promoting the *British Value* of 'mutual respect and tolerance of those with different faiths and beliefs and for those without faith.' Our RE curriculum promotes each pupil's self-worth, enabling them to reflect on their uniqueness as human beings and creating an environment where every pupil feels confident to share their beliefs, experiences and values.

#### **Implementation**

Through the teaching of Religious Education here at Uplands Junior School, we seek to provide pupils with a clear idea of what religion is, the importance that it plays in the lives of believers and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all pupils enjoy learning about religion because it is taught in a stimulating way that arouses their curiosity and develops positive skills and attitudes
- That all pupils form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a faith or those who hold none, in line with [UNCRC Article 13: Freedom of expression](#) and [Article 14: Freedom of thought, belief and religion](#).
- That pupils develop a sense of awe and wonder about the world around them
- To help pupils understand the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of societies past and present
- To support the development of pupils' personal and spiritual development by encouraging self-awareness and self-respect
- To encourage pupils to value the beliefs of others, however different from their own in line with [UNCRC Article 13: freedom of expression](#).

RE at Uplands is planned in accordance with the Wolverhampton LEA RE Agreed Syllabus (2015) and revised version (2021) as a content guide. This requires the study of Christianity, at least two other principle religions and a religious community with a significant local presence. Therefore,

alongside Christianity, we also study Hinduism, Islam, Judaism and Sikhism. Medium term planning offers a range of teaching methods, such as role play/ drama, stories, ICT and art. Planning also contains links to the [UN Convention on the Rights of the Child](#), which in turn further embeds the "Respect for All" ethos at Uplands.

We recognise the fact that in all classes there are children of widely-different abilities in RE and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child in line with [UNCRC Article 29: Goals of Education](#), while always ensuring 'ambition for all.' We are aware that pupils differ in their experience of religion; some pupils will have no experience of participation in a religious community, while others will have varying degrees of experience. In many lessons differentiation is achieved by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- providing resources of different complexity depending on the ability of the child.

We always give opportunities for pupils to share their experiences and, if they wish to, items of religious significance from home. This promotes respect for their own and each other's cultures and beliefs, enabling pupils to enjoy [UNCRC Articles: 13 \(freedom of expression\), 14 \(freedom of thought, belief and religion\) and 29 \(Goals of Education\)](#).

### **Impact**

Assessment will initially come from questioning in class and marking of RE books, as well as short cold tasks at the beginning of each unit and the same task (hot task) at the end to review the progress in knowledge made.

We also assess children's work by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the school marking policy.

Children are teacher assessed at the end of each term according to key learning objectives and skills. Children will be given a grade of: working towards, working at or working beyond age related expectations. Assessments are recorded by the RE teacher, monitored by SLT and shared with parents within their child's annual report.

The RE co-ordinator teaches all of the RE through the school as part of PPA rotation, therefore SLT will monitor planning and hold book trawls, giving strengths and areas for development.

The work of the RE co-ordinator also involves keeping up to date about current developments in the subject while providing a strategic lead and direction for the subject in the school.

There are sufficient resources for all RE teaching units in the school. We keep these resources in a central store where there is a box of equipment and artefacts for each faith. A labelled cupboard contains a good supply of topic books to support children's individual research. Artefacts are handled and stored sensitively, with respect to the beliefs and traditions of each religion. For example, our copy of the Qur'an is always stored on a high shelf.

### **Health, Safety and Well-being**

Visits to places of worship are encouraged as an important part of developing a pupil's understanding of the role religion plays in communities. We organise visits so that every year group visits a different place of worship:

- Year 3 - Guru Tegh Bahadur Gurdwara (Sikh)

- Year 4 - St. Philip's Church (Christian)
- Year 5 - Madina Masjid (Muslim)
- Year 6 - Shri Krishna Mandir (Hindu)

Prior to all visits, staff will carry out a formal risk assessment and, if necessary, visit the venue prior to creating the risk assessment; this also takes into account any food offerings that are given and any allergies that need to be accommodated for. Staff will ensure that the context of learning during the visit will not undermine a pupil's own faith or challenge their beliefs. Permission will be sought from parents/carers for each pupil to attend the visit. We acknowledge the sensitivity which some families may have with regard to their child visiting another place of worship and we will do all we can to reassure parents and encourage pupil participation while also emphasising how such visits help pupils to enjoy many of their rights including, [Article 2: non-discrimination](#), [Article 14: freedom of thought, belief and religion](#), [Article 29: goals of education](#), [Article 30: freedom of language, culture, religion and Article 31: leisure, play and culture](#).

### **Legal Requirement**

The Education Reform Act (1988) places RE as part of the basic curriculum: a statutory subject which is an entitlement of all pupils. It is recommended that pupils receive 45 hours of RE per year; this is in addition to time spent on collective worship. Although parents do have the right to withdraw their child from RE, we encourage all pupils to engage in this important part of the curriculum.