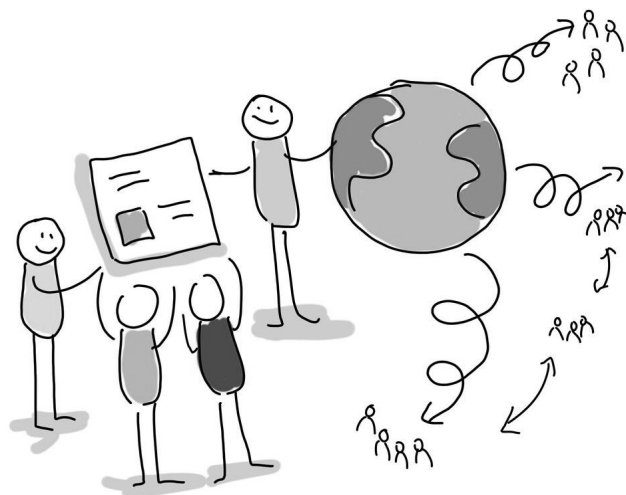




Rosehill Junior School

Religious Education Policy

October 2024



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1. Overview

Religious Education is an integral part of the all-round education of the child. At Rosehill, we do not seek to urge beliefs on children or promote one religion over another.

2. Purpose

Religious Education is a compulsory subject and forms part of the National Curriculum to which every child should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. Through the teaching of RE, we aim to promote the spiritual, moral and cultural development of all pupils. The RE syllabus which Rosehill is currently following is The Rotherham Agreed Syllabus for Religious Education 2022 (2021-2026)

At Rosehill, we enable children to develop an understanding for the following major religions;

Christianity, Hinduism and Islamic Faith as well as raising children's awareness, when opportunities arise, to Judaism, Sikhism, Buddhism and non-religious views. The children at Rosehill reflect on what it means to have faith and to develop their own spiritual knowledge and understanding. Staff help children learn from religions as well as about religions.

3. Entitlement & Legal Requirement



Legislation provides an entitlement for all pupils to a broad and balanced curriculum. All children at Rosehill are entitled to receive a programme of teaching and learning in Religious Education in line with The Rotherham Agreed Syllabus for Religious Education 2022. This conforms to the national legislation which states that an agreed syllabus should:

Reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking into account of the teachings and practices of the other principal religions represented in Great Britain. (Education Reform Act, 1988)

4. Aims

Rosehill's teaching and learning of Religious Education provides opportunities to:

- Develop children's spiritual, social, moral and cultural well-being
- Reflect on their own beliefs, values and experiences; having opportunities to explore their own thinking and beliefs, relating them to what they learn about a range of religious perspectives and reflect on them
- Develop the ability to make reasoned and informed judgements about religious and moral life
- Develop positive attitudes and consideration towards other people, respecting their rights to hold beliefs different from their own and to enable them to live in a world with many diverse religions
- Develop knowledge and understanding of the faiths, practices and values of the religious traditions found in and around the Rotherham area and elsewhere, and their influence on individuals, families, communities and society
- Experience the significance of religion for their community or a community; through a range of activities which may include meeting people, talking with a visitor, going on a visit to a relevant place (such as place of worship), sharing experiences, listening to stories or music and appreciating art forms linked to religion/s
- Experience and understand a range of approaches to life and different faiths
- Be enabled to develop the skills of living in a world where people of different faiths are respected and valued
- Provide a balance in teaching about different faiths and a balance between learning about religions and learning from them
- Promote anti-racist education and community cohesion

5. Lesson Time

It is recommended that in KS2 Religious Education is taught for 45 hours per year (across each year group in KS2). At Rosehill RE is taught (substantively) as a separate subject on a weekly basis, though this may vary slightly if the learning includes a visitor or visit. Some content may be taught in a subtly amended way for timetabling purposes but it will equate to roughly an hour a week over time.



6. Equal Opportunities and Inclusion

At Rosehill, there are a wide range of abilities and experiences within each cohort of children. We ensure that equal opportunities are provided in learning through a flexible approach and skills which differentiate teaching and learning, matching the challenge of RE work to individual learner's needs. The children have a wide range of backgrounds and needs, including learning, emotional and behavioural difficulties. In RE these may be accentuated by differences of home and faith backgrounds.

We recognise that all children can achieve in RE, and teachers have the task of unlocking that potential and facilitating achievement. At times, it may be necessary to adapt the delivery of the curriculum for some children. This is done by setting suitable, relevant learning challenges and responding to each child's different needs. Where appropriate staff may support some children in a small group or on a 1:1 basis.

7. Implementation

We use the Rotherham Agreed Syllabus for Religious Education (2021-2026) developed by SACRA, as the basis for the Rosehill curriculum.

At Rosehill Junior School, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study

- Christianity (all year groups)
- Islam (UKS)
- Hinduism (LKS)

With, when appropriate, raising awareness of

- Buddhism
- Sikhism
- Judaism

There is also explicit discussion and teaching of knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, the children will encounter secular world views. Pupils in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.



At Rosehill we know how relationships with members of the local community and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and develop these relationships.

We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

8. RE Curriculum

Learning about religion and belief

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed
- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding

Learning from religion and belief

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives

9. SEND

At Rosehill, we recognise that children learn in various ways. We acknowledge the need to offer an inclusive education for children with special educational needs and to make learning accessible for all our children. We aim to remove barriers to learning and support students' ability to access the curriculum by developing literacy, numeracy, oracy skills and vocabulary acquisition. Teachers will make appropriate provisions to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. For our children to achieve success, we adapt and scaffold tasks and teaching, where necessary, to assist the children's learning. This can be seen through the following measures:

- learning outcomes
- tasks



- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues using symbols and words can be provided. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

10. Monitoring and Assessment

The RE subject coordinator will monitor planning, book scrutiny, informal drop-ins & discussions with staff, learning walks and complete pupil voice over each academic year.

Children's books will contain evidence of work which will include written work and photographs.

Informal, formative assessments, will take place regularly within the lessons and each lesson will begin with a review of previous learning.

11. The RE subject coordinator will:

- Ensure The Rotherham Agreed Syllabus for Religious Education 2022 is being followed and that there is progression throughout school
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of RE
- Enable and support staff in liaising with visitors or visits to support the RE objectives

12. Collective Worship

Collective worship follows themes that in the main are Christian based. Children are presented with ideas to consider, religious stories, moral and ethical viewpoints and religious celebrations and festivals. During assembly time, children will be presented with issues that promote awe and wonder and spirituality.

13. Right of Withdrawal (from RE learning)



Parents (including carers and legal guardians) retain the right to withdraw their child/ren from any form of Religious Education under the 1988 Education Reform Act.

Where a parent/s are wishing to exercise this right The Governing Board would first suggest that the parent initially meets with the head teacher to discuss their concern/s. If the matter cannot be resolved the parent would then need to apply, in writing, to withdraw their child/ren from RE lesson/s. The Governing Board will make arrangements with the head teacher for the child/ren to be supervised and engaged in an alternative activity during the time of the RE lesson/s. At Rosehill staff are mindful that everyone holds different beliefs, are respectful and this is taken into consideration in RE lessons.