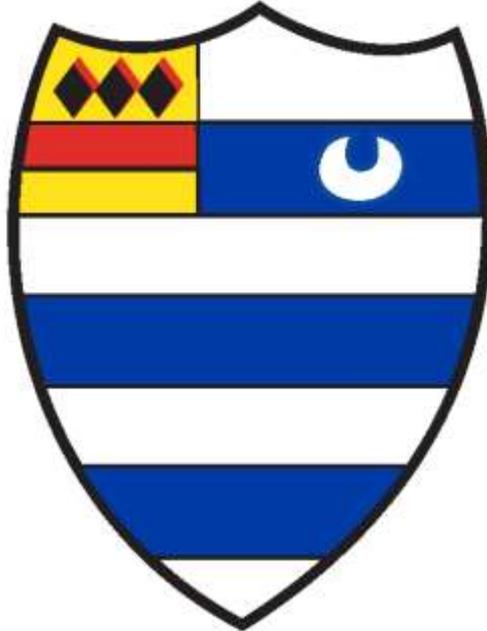


Stanford Junior and Infant School



RELIGIOUS EDUCATION POLICY

*“Living Together,
Learning Together”*

Approved by Policy committee:

January 2018

Last Review:

June 2021

Date of next Review:

January 2024

Stanford School Policy for Religious Education

The legal status of RE

The law requires that the curriculum of every maintained school in England must comprise a basic curriculum (RE, sex education and the National Curriculum) and include provision for RE for all registered pupils at the school, except for those withdrawn by their parents (or by students withdrawing themselves if they are aged 18 and over). Separate regulations covering maintained special schools require them to ensure that, so far as is practicable, a pupil receives RE learning. We ensure parents are informed of this right and also that parents are aware of the educational objectives and content of the RE syllabus. If a parent does decide to withdraw their child from all or part of RE, then the school will meet to discuss the arrangements with the parents. The meeting will be minuted to ensure a clear record of outcomes is in place.

Children at Stanford receive at least 1 hour of RE teaching every week.

The RE Curriculum at Stanford

In Stanford School we have adopted the **Lincolnshire Agreed Syllabus** for RE, which has statutory content that must be covered across both key stages. We have used the syllabus to create a long term plan and plans for progression that has been adapted to the needs of our learners.

Core Religions Studied

Children in key stage one are taught RE through the religions of Christianity and Islam. When children move up to key stage two, they are also introduced to the religions of Hinduism. In addition to this, there are opportunities for covering other faiths through the curriculum, including Buddhism and Humanism.

Planning for Progression - 'Golden Threads'

The Lincolnshire Agreed Syllabus is organised into a long term plan to be delivered across the year groups and key stages. All statutory content is included in the long term plan and individual lesson plans across the units in each year group. The 'golden thread' themes of 'God', 'Being Human', 'Community' and 'Life Journey' are covered progressively across each year group. The long term plan is organised to build progressively on powerful knowledge that can be introduced and revisited in greater depth as children progress through the school.

'Balanced Approach' to RE

This is a key driver for our curriculum, which promotes a 3-strand approach to delivery of religious education:

- Theology (Believing) - The study of core beliefs of a range of religions, how they have changed over time, and how they relate to each other
- Human and Social Sciences (Living) - Exploring the diverse way in which people practise beliefs and engage in a religious community
- Philosophy (Thinking) - Looking at big questions, morality and ethics, and what we can learn from faiths and world views

This balanced approach can be evidenced around school as part of our class displays.

Assessment Opportunities

We assess RE each year to ensure that children are making progress in their core knowledge, following the long term plan of the Lincolnshire Agreed Syllabus. Assessment in RE can take many forms, including: multiple-choice quizzes, multimedia evidence, recording of reflections, extended written responses, as well as the use of knowledge organisers as AfL.

The Value and Purpose of RE

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Religious education for children and young people:

- **Provokes challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **Encourages pupils to explore their own beliefs** (whether they are religious or non-religious) in the light of what they learn. As they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, they express their responses, thereby building resilience to anti-democratic or extremist narratives
- **Enables pupils to build their sense of identity and belonging** which helps them flourish within their communities and as citizens in a diverse society
- **Teaches pupils to develop respect for others** including people with different faiths and beliefs, and helps to challenge prejudice
- **Prompts pupils to consider their responsibilities to themselves and others**, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- In summary, Religious Education is important because it helps children and young people gain *wisdom* in the following areas of life:
 - Cultural, artistic, musical and literary: many great artists, composers, musicians and writers had deep religious and/or philosophical motivation and inspiration for their work. Many use religious themes and employ references to religious literature and thought in their work. How can we understand the insights they are communicating without knowledge of key religious ideas and stories?
 - Historical and geographical, scientific and technological: what is the meaning of life? Where are we going? What is 'true'? What is 'best'? Where do we come from? Why are people different and why do they have different tastes and preferences? What is to be gained from a diverse society? How can we understand the history and traditional cultures of Britain and other countries without a knowledge and understanding of the religious and philosophical traditions which helped form them?
 - Moral and ethical: in the light of the many moral and ethical dilemmas we meet in life, ranging from the personal to the global, what is it to lead a good life? How do

we know? Whom should we trust? How can we decide? Religious and philosophical principles and insights can help guide us when faced with moral dilemmas

- Personal: How can I be happy? How can I best manage my relationships? What are the skills I need to succeed in life? What emotional resources do I need to maintain a healthy lifestyle? We can get insights from religions and philosophies studied in RE and get practice in 'skills for life' such as empathy, sensitivity, humility and in thinking and communicating well
- Political, social and psychological: How can we best understand the relationships between people? Why do religion and belief feature in the news so much? What do religious and belief groups say about various contemporary issues? How can we best understand the religious practices and festivals celebrated by our neighbours? What motivates people? Why are our public institutions set up in the way they are? How do/should people behave when in positions of power? How do/should people react when others have power over them?
- Without knowledge of religions and beliefs, our gathered wisdom in all these aspects of our lives will be incomplete.

Prevent Duty Statement

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching in Foundation Stage

FGM

FEMALE CIRCUMCISION & CUTTING

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite

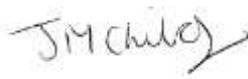
the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

Guidelines

- Assessment will be made at the end of each school year.

Signed By

Chair of Governors:  Date: July 2021 by email

Headteacher:  Date: July 2021 by email

| Review Date | Amendments | Approved Date |
|---------------|--|--------------------|
| November 2016 | Policy Updated | November 2016 |
| January 2018 | FGM Section Added and Formatting Updated | January 2018 |
| June 2021 | Policy Updated to reflect new syllabus | July 2021 by email |