


Kingsbury Green Primary School

Religious Education

	Name of School	Kingsbury Green Primary School
	Policy Name	Religious Education
	Review Date	September 2023
	Date of next Review	Autumn 2026
	Non-Statutory	Non-Statutory
	This policy was reviewed by the Religious Education Subject Leader and ratified by the governing board.	

Religious Education (RE) Policy

The Religious Education (RE) Policy at Kingsbury Green Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the local authority (LA) through its Standing Advisory Council on Religious Education (SACRE).

Aims

At Kingsbury Green Primary School, we aim to make an important and lasting contribution to the education of children in a way that will equip them to play a full role in our multi-faith society.

We believe pupils should be taught RE in order to help them to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the local area and across Great Britain;
- develop a positive attitude towards other people regardless of their gender, race, religious or non-religious beliefs;
- develop the skills to live harmoniously within a diverse society;
- respect the right of people to hold beliefs which are different from their own;
- develop the ability to make reasoned and informed judgements about religious and moral issues.

The Legal Requirement

The Education Reform Act 1988 requires that RE should be taught:

- to all pupils in full-time education except for those withdrawn at the request of their parents; as part of the curriculum, and should promote the 'spiritual, moral, cultural, mental and physical development of pupils';
- as an agreed syllabus which reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of other principal religions represented in Great Britain;
- the Education Act 1944 requires that an agreed syllabus 'must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils'.

Teaching and Learning

The teaching of religious education at Kingsbury Green Primary School includes study of the six major world religions: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism as well as a religion that is well represented in our school community, Jainism. We also consider the non-religious world view of Humanism.

In addition to studying each religion in depth, children are provided with the opportunity to consider 'big' questions. These 'big' questions encourage pupils to think deeply about the complex issues associated with humans' search for meaning and value, and the most significant concerns facing the communities and individuals who hold a variety of faith and belief perspectives.

Teaching and learning in RE is done through the lens of our three themes: Believing, Behaving and Belonging. Each unit of learning focuses on a different theme to allow

children to think deeply about religion and non-religious worldviews. This also enables them to build on their prior knowledge and make links within and across religions.

Children in KS1 and KS2 receive one R.E. lesson a week. Children in the EYFS explore religious ideas as part of their continuous provision.

There are two aspects to the teaching of RE: learning about religion and belief; and learning from religion and belief.

Learning about religion and belief includes building children's knowledge and understanding around:	<ul style="list-style-type: none"> • Beliefs, teachings and sources of wisdom and authority – How do religions and non-religious worldviews understand and develop beliefs and teachings within their traditions? • Practices and ways of life – How do people who hold different religions and non-religious worldviews demonstrate their faiths and beliefs through practices, ceremonies, rituals and forms of behaviour? • Ways of expressing meaning – How do people and communities within religious and non-religious worldview traditions communicate their beliefs and values to others?
Learning from religion and belief includes developing children's skills of application, discernment, evaluation and communication through:	<ul style="list-style-type: none"> • Identity, diversity and belonging – What does it mean to belong to a specific religious or non-religious worldview tradition? • Meaning, purpose and truth – How do communities of faith and belief address the big questions that are encountered in human experience? • Values and commitments – What are the principle moral and ethical commitments that are associated with different religions and worldviews?

Planning and Assessment

- Teachers are encouraged to think creatively when planning RE work in order to develop children's skills, understanding, questioning and opinions as well as teaching them facts about religions and practices.
- We maximise first hand and practical experiences using as many resources (objects, artefacts, people and places) as we can. We borrow from the Barnet Library Service who have a good supply of objects and books available.
- We believe visits and visitors play an important role in stimulating children's learning. Teachers research and plan for opportunities to use places of worship in the locality.
- We think that discussion is a very important aspect of RE, particularly when thinking about what we can learn from world religions. We do not want RE to be about completing worksheets and do not feel it is necessary to record every aspect of every lesson.

- Assessment of children's RE capability is achieved by planning appropriate curriculum activities in line with the school's policy on assessment. We also prepare end of unit quizzes and short writes to assess whether children are developing deep and connected knowledge.

Spiritual, Moral, Social and Cultural (SMSC) Development in Religious Education



Through the teaching of religious education in our school, we provide opportunities for children to develop spiritually, morally, socially and culturally. They consider and respond to questions concerning the meaning and purpose of life and we help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives.




British Values in Religious Education

The Department for Education, in its Prevent Strategy states that "schools and further education settings should support learners to have the knowledge, skills and values that will prepare them to be citizens in modern Britain. As part of this, in England, they are required to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs."

RE plays a crucial role in promoting the fundamental British Values and it provides a platform for exploring the historical and cultural contributions of various religious communities to British society.

Lessons highlight the common values shared across different faiths, fostering a sense of unity and shared identity. We demonstrate the British Values through RE in the following ways.

<p>Democracy</p> 	<ul style="list-style-type: none"> • In RE lessons, pupils are encouraged to express their opinions and beliefs in a respectful and considerate manner. • Opportunities are provided for class discussions, debates, and group activities, allowing pupils to learn about and appreciate different perspectives. • Pupils are encouraged to make decisions collectively, fostering a sense of shared responsibility and mutual respect within the classroom.
<p>The Rule of Law</p> 	<ul style="list-style-type: none"> • RE promotes an understanding of the moral and ethical principles underpinning various religious and belief systems. • Pupils learn about the codes of conduct and rules that guide different faith communities, and how these contribute to a harmonious society. • The importance of respecting laws and regulations is emphasised in the context of religious and moral teachings.

<p>Individual Liberty</p> 	<ul style="list-style-type: none"> • Pupils are encouraged to explore and develop their own beliefs and values within the framework of RE. • Lessons foster a sense of autonomy, allowing pupils to make choices about their faith or belief system, or choose to not adhere to any particular faith. • Respect for individual choice and the diversity of beliefs is central to RE.
<p>Mutual Respect</p> 	<ul style="list-style-type: none"> • RE lessons promote understanding, empathy, and appreciation for the diversity of faiths, beliefs, and cultures within our society. • Pupils learn about different religious traditions, festivals, and practices, and are encouraged to celebrate and respect these differences. • Respectful dialogue and active listening are encouraged, allowing pupils to learn from each other's perspectives.
<p>Tolerance of those of different faiths and beliefs</p> 	<ul style="list-style-type: none"> • RE teaching emphasises the importance of accepting and respecting the beliefs and practices of others, even when they differ from one's own. • Pupils learn about the value of living harmoniously in a diverse society, and how understanding and tolerance contribute to social cohesion. • Lessons encourage pupils to challenge prejudice and discrimination, promoting an inclusive and accepting community.

Collective worship

In line with the 1988 Education Reform Act and the 1996 Education Act, which state that collective worship should be 'wholly or mainly of a broadly Christian character', we at Kingsbury Green Primary School recognise that the majority of our pupils are practicing members of other faiths. Therefore, we base our assemblies on aspects of religious teaching that are shared among all faiths.

Collective Worship serves as a dedicated time for the school community to come together in order to consider and reflect common concerns, issues, and shared interests. It provides an opportunity for all pupils to engage in relevant and meaningful experiences that facilitate worship and promote their SMSC development.

Collective Worship contributes significantly to the ethos of Kingsbury Green Primary School. It serves as a time when the school community can:

- share common aims and values,
- celebrate achievements and special occasions,
- explore the world we inhabit collectively,
- foster a sense of community spirit.

Though Collective Worship time is distinct from regular curriculum time, we recognise that there are instances when aspects of the curriculum can enrich the Collective Worship experience. Additionally, it may complement classroom learning by offering different perspectives on subject matter.

Collective acts of worship are incorporated into whole-school assemblies and RE lessons. Furthermore, each day, before being dismissed for lunch, all children participate in a lunchtime reflection conducted with their respective classes.

We are grateful for our healthy food.
We should be thankful to those who provide it, the farmers, the cooks and our families.
We must always keep in mind those who are not as fortunate as ourselves.
Amen

Through this approach to Collective Worship, we aim to create a space for meaningful reflection and celebration, respecting the diversity of beliefs within our school community while upholding the shared values that bind us together. This practice not only contributes to the spiritual and moral development of our pupils but also fosters a sense of unity and understanding among them.

The legal right to withdraw from RE

We firmly believe that an understanding of world religions plays an increasingly vital role in the lives and growth of our students, particularly in a diverse borough such as Brent, Greater London, and within the global context.

Legally, parents/carers have the right to request the withdrawal of their child from some or all of each RE lesson and/or collective worship. We kindly ask that such requests be submitted in writing. As a gesture of courtesy and a commitment to open communication, the Head Teacher and/or other school leaders will arrange a meeting with the family to provide a comprehensive explanation of our curriculum, ethos, and policy. This meeting aims to address any concerns and foster a deeper understanding of our approach to teaching RE.

By facilitating this dialogue, we seek to ensure that every parent/carer is fully informed and involved in their child's educational journey, while respecting the diverse perspectives and preferences within our school community. This open and respectful communication is integral to our commitment to inclusive education.