



The Orchard Vision: *Inspiring Success*

Values: *Determination, Courage, Respect and Kindness*

The Orchard Religious Education Policy

2023

The coverage and content of all Religious Education (RE) at the Orchard School is in line with the Surrey Schools locally agreed syllabus, as determined and reviewed by the Surrey SACRE in 2012. The most recently updated version of this document stands until 2028 and a full copy is available here [Surrey Agreed Syllabus for Religious Education \(2023-2028\)](#)

Aims

Through our teaching of RE we aim to:

- develop pupil's knowledge and understanding of Christianity, and of the other principal religions represented in Great Britain
- develop pupil's interest in and enthusiasm for the study of religion and beliefs and enhance their own spiritual, moral, social and cultural education (SMSC)
- develop pupil's ability to make reasoned, informed and creative responses to religious and moral issues
- enable pupils to recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world
- provoke challenging questions and encourage pupils to discover, consider and explore different answers to these questions

Learning from religion will be:

- relevant to all pupils, regardless of their religious (or non-religious) background
- concerned with the active response of pupils to what they are learning about
- about developing skills e.g. the skill of living in a pluralist society, and attitudes such as empathy
- about investigation and raising questions from religious teaching that relate to pupils' personal experience
- open-ended, allowing pupils to explore ideas
- about enabling pupils to draw their own conclusions

Approach, Ethos and Enquiry

It is vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. Lessons will feature high quality talk and discussion of themes and ideas and pupils will be encouraged to share their own and respect others' contributions. The following are key skills that we aim to build through our teaching of RE:

Self-awareness:

- feeling confident about their own beliefs and identity
- developing a realistic and positive sense of their own religious, moral and spiritual ideas and reflecting on these
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- being sensitive to the feelings and ideas of others.

Open-mindedness:

- being willing to learn and gain new understanding
- engaging in discussion or disagreeing reasonably and respectfully
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs

Appreciation and wonder:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose

Cross-Curricular Links

Although RE will be taught discretely, in line with the locally agreed syllabus guidelines, there are many ways in which the values and skills are promoted across and through the wider curriculum:

Reading- Through the provision of high quality and carefully chosen information books pupils will be able to read and research particular aspects of the Religious Education Curriculum.

ICT- Through selective internet use and digital resources, pupils will be able to research information about different religions, beliefs and practices.

PSHE- Pupil's confidence and self-esteem will be developed through sharing their ideas, opinions and beliefs in a safe and respectful arena.

Citizenship- Developing pupil's knowledge and understanding about diversity and the need for mutual respect and understanding. Exploring the rights and responsibilities of citizens, locally and globally. Links with our international school partnerships.

History - Opportunities to learn about the foundations of taught religions and important dates and events in the religious calendar.

Philosophy -Through a philosophical approach, pupils are encouraged to question and further develop their own viewpoints on different cultures and religious beliefs.

Geography -Developing children's understanding of which countries practise taught religions and where they are located on the globe in comparison to each other.

Arts - Pupil's knowledge and understanding of different religions and cultures can be enriched by observing and discussing differences and similarities between artistic pieces.

Respect and understanding of different cultures

Where appropriate, pupils will have opportunities to explore and respond to artwork, music, food and other aspects of different cultures and compare and contrast these. Using a philosophical approach, children will be encouraged to reflect on and consider the differences in culture and religious beliefs. Literacy texts, art stimuli, music and religious artefacts from relevant religions are available for the children to investigate and discuss both during lessons and at other given opportunities.

Local community links and out of school visits

Wherever possible, we will seek to use our school and local community links to promote and extend classroom learning with visitors or trips. Where possible, trips to local places of worship, including nearby churches, mosques and synagogues will aim to bring pupil's learning 'to life'. We will use our links with parents practising different religions to talk to the pupil's and engage them in thought provoking discussion.

Continuity and Progression

We will ensure progression through effective collaborative planning, combining the agreed syllabus with an understanding of our pupil's prior learning, experiences and individual worldviews.

Early Years Foundation Stage (EYFS): Through the 'Personal, Social and Emotional Development' and the 'Understanding of the World' strands of the Early Year's curriculum, pupils in Reception will learn about the beliefs and cultures of others, encounter the celebration of different festivals and listen to stories from a variety of cultural and religious traditions. Pupils will explore the concepts of celebration, belonging and specialness through a variety of learning experiences. Children's learning will be thematic and pupils will reflect on people, objects, occasions and places that are special to them.

Key Stage 1: Pupils in key stage 1 will be introduced to the study of Christianity, Judaism and Islam, incorporating where appropriate consideration of non-religious beliefs and worldviews. There are also thematic units which are designed to draw together learning across each year group. Children will gain a knowledge and understanding about religious beliefs along with learning how to express their own ideas, beliefs and insights. Skills will continue to be developed and extended from Reception. Within the syllabus there are three 'Golden Threads' of learning identified: God (relating to theological approaches), Identity (relating to philosophical approaches) and Community (relating to sociological approaches). These golden threads are threaded throughout each unit of work and aim to develop children's knowledge, understanding and skills. In describing progress in RE, the Agreed Syllabus illustrates how pupils will develop increasing understanding through theological, sociological & philosophical approaches to learning, reflected in end of key stage expectations and within units of work.

Monitoring and Assessment

Religious Education attainment in Reception will be assessed against the appropriate Early Learning Goals. In Key Stage 1, class teachers will make termly assessments based on observations, interactions and knowledge obtained during discrete RE lessons and other related subject and topic areas. Progress will also be analysed through evidence of the children's development in their books, through photographs and written observations of the children and through pupil voice questionnaires.

Reviewed: November 2023

Next Review: November 2024