



Aims and Objectives

Religious Education (RE) at Epsom Primary and Nursery School gives children the time to reflect on the meaning and purpose of life. It allows children to learn from, as well as about, all 6 of the major world religions. It will support them in having a clear understanding of the different religions and how they interact in today's society. This will contribute to community cohesion, promote tolerance and understanding amongst diverse groups in society.

Epsom Primary and Nursery School follows the Agreed Surrey Syllabus

The Agreed RE Syllabus for Surrey is:

A statutory document, taught alongside the National Curriculum. RE has equal standing in relation to the foundation subjects within the school's curriculum. It differs only in the fact that it is not subject to nationally prescribed attainment targets and assessment procedures. Although RE is a legal requirement, parents have the right to withdraw pupils from RE lessons, as with collective worship. The syllabus is locally designed, reflecting the needs and concerns of the local area and aims to prepare pupils for citizenship in the world today.

The Aims of RE at Epsom Primary and Nursery School

Are based on those promoted by the agreed RE Syllabus for Surrey. They are:

- to enable pupils to develop a knowledge and understanding of the 6 major world religions
- to enable pupils to develop an awareness and understanding of the religion(s) they study
- to provide an environment which encourages opportunity for pupils to enrich their own spiritual, moral, social and cultural education
- to provide pupils with opportunities to make reasoned and informed responses to religious and moral issues
- to develop an awareness that there are many different answers to life's puzzling questions and so help in the understanding of the complexities of life
- to enable pupils to recognise the influence of beliefs, values and traditions on cultural and community life.

The Aims of RE are met through

There are two attainment targets

- AT1 Learning about religions: knowledge and understanding
- AT2 Learning from religions: explore, reflect on and respond to religious beliefs, values and experiences and how they compare to their lives

Through both attainment targets there is a strong emphasis on the development of certain skills (reflection, empathy, investigation, interpretation, evaluation, analysis,

synthesis, application and expression) and attitudes (fairness, respect, self-understanding and enquiry).

RE at Epsom Primary and Nursery School

- The underlying educational emphasis is to inform and provide understanding of religious and spiritual insights. It does not seek to commend a particular faith or viewpoint.
- Much of the implicit curriculum is reflected in the ethos of the school, in the development of self-awareness and in the pupils' understanding of relationships.
- RE is also found in PSHE related issues, festivals celebrated, assemblies, discussions related to the experiences of the pupils (circle time) stories with moral/relationship themes, visits to religious buildings and day-to-day management of behaviour.
- Staff in each year group plan together from the Agreed Syllabus so that pupils have equal access to learning opportunities, drawing on the schemes of work written by the subject leader to support them. Opportunities are provided to enhance the performance and achievements of all pupils, whatever their cultural background.
- RE contributes to multicultural education by broadening the horizons of all pupils so that they can understand and contribute to a pluralist society.
- We strive to deliver RE through topics so that it is relevant and meaningful but it is recognised that the need will sometimes arise to teach some content separately.

Teaching Strategies

The Early Years

Pupils learn about themselves as a person, right and wrong, fairness and justice, sharing and explore their own feelings and their environment. All units of work are based around big questions.

In Key Stage 1

Much teaching begins with the pupils' own experiences, concerns and interests. This is achieved by encouraging them to explore their inner feelings and experiences, helping them to recognise that other people share similar feelings and needs and by beginning to explore the world around them.

In Key Stage 2

The programmes of study build upon innate interest in life and the questions, issues and concerns they raise spontaneously. Learning from religion becomes increasingly important. All of Key Stage 2 learn about a specific religion other than Christianity in the first term so that they can compare religions throughout the next two terms.

In each Key Stage

Teachers may draw from other religions as appropriate, acknowledging the religious beliefs of the children within the class.

Planning

Teachers plan using the Curriculum Overview for their year, the breakdown of National Curriculum objectives and the progression of Key Skills for RE for Key Stage 1 and 2. Teachers plan for differentiation through task as well as outcome, since some skills and attitudes require higher-level skills.

Assessment

Assessment is the responsibility of the individual class teachers and will be based on evidence gathered through discussion and observation of the pupil during the lesson and by the child's recording of activities where appropriate e.g. planning, designing and photographs of practical activities. The marking of the Learning Journey's will reflect the extent at which the Key Skills in RE have been met.

Inclusion

We teach RE to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Withdrawal from RE

- For a pupil to be withdrawn from RE, a written letter must be sent to school and a meeting with a member of the leadership team will take place.
- All parents have the right to withdraw their children from RE, but a meeting to discuss concerns should take place first.
- All RE taught in Epsom Primary and Nursery School is non-confessional and nondenominational; the aim of it is to teach children about religions so that they have an understanding of what each religion is about and for the children to learn from them.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in religious studies is the responsibility of the RE subject leader. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations/learning walks are also, occasionally, undertaken and the subject leader regularly reviews evidence of the children's work. The subject leader is responsible for giving the curriculum lead an annual summary report in which the strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated.