

Religious Education Policy

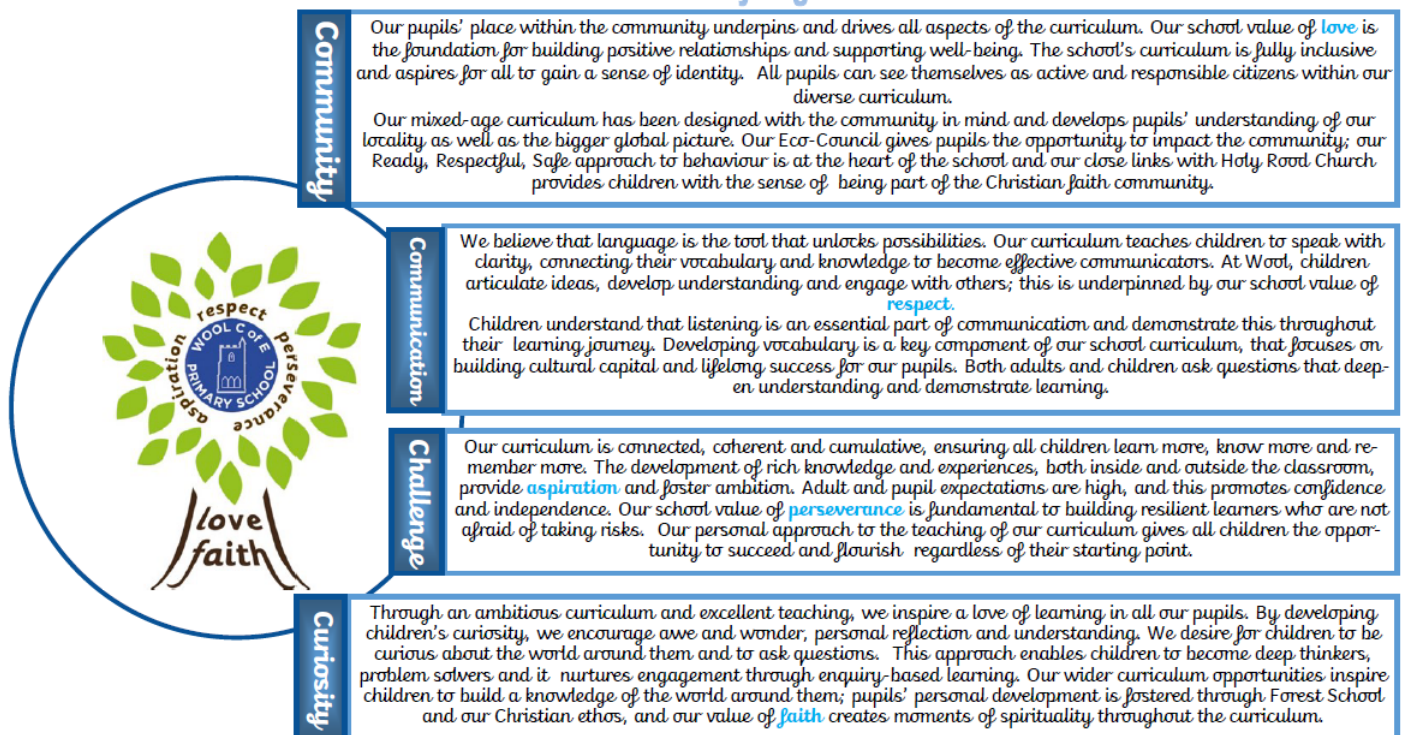
Wool CE Primary School

Aims

Wool CE Primary is a school with its foundation and history rooted in the Anglican church. Through effective curriculum planning, our Religious Education (RE) provision reflects the Church of England Statement of Entitlement, develops religious literacy and meets statutory obligations. We strive to ensure all members of our **school community grow and flourish**, and our Curriculum Drivers underpin our approach to all curriculum subjects including RE:

Curriculum Drivers

Rooted in the community to grow and flourish



R.E. plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE at Wool CE Primary School provides opportunities for pupils to:

- Develop their knowledge and understanding of, and their ability to, respond to Christianity and other major world religions represented in Great Britain.
- Explore issues within and between faiths to help them understand and respect different religions' beliefs, values and traditions.
- Learn about religious and ethical teaching, empowering them to make reasoned judgments on religious and moral issues

- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- Stimulate 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;
- Encourage 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; and to express their responses;
- Encourage pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society with the aim that it develops empathy, generosity and compassion;
- Develop a sense of Awe and Wonder and Mystery.
- Develop skills to help them 'think theologically', from the 'Big Picture' of the Bible, looking in depth at Creation, Incarnation, Gospel and Salvation. It explores Christian belief and practice, making connections and understanding the impact on and contribution to our society.

. Religious Education provides, within the curriculum, a reminder that education concerns the whole person; body, mind and spirit. It asks teachers and pupils basic questions about God and humanity, good and evil, forgiveness and salvation, life and death, meaning and purpose. RE has a particular part to play in pupils' spiritual development. This is set within RE and Collective Worship, and other subjects should also contribute to pupils' spiritual development. Wool CE Primary endorse the view of R.E. stated in the Dorset Agreed Syllabus and the statement that the principal aim of R.E. is to support teachers to plan and deliver high quality RE that engages pupils in relevant questioning and exploration of their own and others' beliefs. R.E. and Collective Worship are legally distinct, however the two are purposefully linked to enhance the pupils' educational growth, spiritual development and the affirmation and celebration of the Christian faith. We recognise and encourage our pupils to make links between their learning in RE and other areas of the wider curriculum. This policy should therefore be read alongside additional relevant policies, including our Spirituality Policy.

Teaching and Learning

The RE curriculum at Wool CE Primary School is planned to ensure **aspirational** progression from Early Years through to Year 6. RE is taught by class teachers, using Understanding Christianity and the Discovery programme. Lessons are taught weekly as a discrete subject and follow the long term school progression document, which outlines how learning objectives build on prior learning. Our RE overview is also shared on the school website.

Lessons are structured according to our agreed effective principles of teaching and learning. These include elements such as reviewing previous learning, sequencing concepts and modelling, questioning, and stages of practice. Lessons seek to develop the progression of pupils' thinking skills, such as enquiring, questioning, analysing and interpreting, and through empathising and reflecting, promoting respect for themselves and others alongside spiritual and moral development. Ways in and differentiation are carefully planned for our pupils with Special Educational Needs (SEN) and EAL, so that all can derive some understanding, irrespective of their own level of understanding and faith background.

Within units of work in RE, teachers include opportunities to assess pupils' current knowledge, introduce new information, make links between concepts and share individual understanding of the learning objectives. Teaching allows children to use their own experiences of religious traditions to develop their theological thinking. Tangible experiences, including exploring artefacts and/or visiting local places of worship are

planned into units of work where it is felt such learning opportunities would enhance provision. Learning in RE is recorded in either individual pupil books or a Class Floorbook/Journal, as some elements of RE are more discussion based.

Weekly sessions are sometimes enriched and deepened through lengthened sessions and additional, immersive experiences including a Nativity performance, interactions as part of Experience Harvest/Christmas/Easter etc. This is in addition to times of Collective Worship.

The school will respect the legal right of parents to withdraw their child from R.E. Parents should inform the Headteacher if they wish to exercise this right. Alternative arrangements will be made to ensure the welfare of these children during the time when R.E. is taught.

Assessment

All parents in KS1 and KS2 will receive information of their child's RE attainment. Statements of attainment will reflect the understanding of their knowledge, skills and attitudes, not on pupils' own religious beliefs or their spiritual development. Formative assessment is used throughout all RE lessons in order to ensure responsive teaching where feedback enables learning to progress. In addition, teachers complete half termly assessments against learning objectives.

Monitoring and Reviewing

Monitoring of RE is undertaken in line with the Curriculum Review Schedule. The monitoring activities include:

- Regular pupil interviews from a range of children.
- Half -termly assessment data.
- RE lesson observations
- Book scrutiny
- Governor link visits

The findings are used to inform RE school improvement.

Inclusion and Equal Opportunities

We set high expectations and provide opportunities for all learners to achieve success in Religious Education regardless of culture, race, gender, ability or disability. Teachers **persevere** in overcoming any potential barriers to learning for individuals and groups and respond to learners' diverse learning needs by planning approaches to teaching and learning in Religious Education so that all learners are given equal opportunities, set suitable learning challenges and can take part in lessons fully and effectively. We believe every child should experience success in learning and achieve as high a standard as possible. We aim to provide effective learning opportunities for all pupils through 'Ways in', differentiation and a well-planned curriculum to meet pupil's learning needs. All pupil contributions will be respected and valued. We believe RE has an important part to play in developing self-esteem, acceptance and a knowledge of being known and valued by a loving God and that everyone can make a positive contribution to the life of the school.

Responsibilities for RE within the school (Headteacher and LGB)

As well as fulfilling their legal obligations, the local governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of R.E.'s contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion and British Values.
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents/carers on the RE curriculum
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE
- Monitoring outcomes by the RE Lead will feed into the SIAMS self-evaluation process

Health & Safety

Where children are to participate in activities outside the classroom, for example visits, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.