Dunnington C of E VA Primary School

Religious Education Policy

We Care, We Believe, We Succeed – Together

Our Christian Vision

'Encourage one another and build each other up' (1 Thessalonians 5: 11)

Our Vision is to place the child at the heart of everything we do. It is to work together, where everyone encourages each other to be a partner in learning.

We aim to provide a safe, happy, caring and stimulating community, where every child is given the opportunity to reach their true potential and to celebrate their successes. Within our learning environment, children will:

- develop a thirst for knowledge, they will be encouraged to raise questions and develop their thinking and learning skills.
- develop physically, emotionally and spiritually, ensuring they are equipped for the ever-changing and demanding world in which we live.

In our school we will:

- respect each other's beliefs
- care for each other and the environment
- connect with the wider community

In learning and teaching we will set high standards and aspire for excellence in everything we do, ensuring that our curriculum is relevant and purposeful. We are determined to create an inclusive culture of learning where all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

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Signed By Chair of Governors (Emma Daniell)	
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1. Introduction

Religious Education prepares pupils for living in a multi-faith society through learning about Christianity and other religions. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. RE offers opportunities for reflection and challenges pupils to consider, analyse and evaluate.

2. Legal Requirements

The legal requirements concerning the provision of Religious Education and an Agreed Syllabus flow, principally, from the Education Act 1996 (S. 375); School Standards and Framework Act 1998 (SS. 69 and 71 and Schedule 19); and Education Act 2002 (S. 80). 2.2 The Coventry and Warwickshire Agreed Syllabus for Religious Education 2017-2022 is the legal document to which our RE plans must adhere. The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking into account the teaching and practices of the other principal religions represented in Great Britain. Children and young people also need to be equipped to handle increasingly complex and important questions about meaning and identity and how we can live together in a multi- cultural and multifaith/belief society.

The legal requirements are:

- Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request, this includes pupils in: Reception classes (but not those in nursery classes)
- In Community Schools, Foundation Schools and Voluntary Controlled Schools without a religious character, Religious Education must be taught in accordance with the Agreed Syllabus.
- In Foundation and Voluntary Controlled Schools with a religious foundation, parents may request Religious Education in accordance with the school's Trust Deed, or in accordance with the beliefs or denomination specified in the designation of the school.
- A locally Agreed Syllabus must reflect the fact that 'the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- In schools where an Agreed Syllabus applies, Religious Education must be non-denominational. Teaching about denominational differences is permitted.

3. Equal Opportunities

As in all subject areas, activities in RE are carefully differentiated to enable all pupils to achieve their potential. Every child is entitled to be taught RE regardless of their age, culture, gender, background, special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

4. Rights of Withdrawal

Parents or guardians have the right to withdraw their children from Religious Education if they so wish. They are not obliged to state their reasons although the school will ensure parents/carers are aware of the educational objectives and content of the RE syllabus and the need for alternative arrangements. (E.R.A. 1988, S 44.2)

Teachers have the right to withdraw from teaching Religious Education and must communicate their intent to do so to the headteacher.

5. Time Allocation

Religious Education is taught weekly through discrete lessons and scheduled whole school RE days such as Diwali Day.

Reception: RE is taught for 36 hours per year which amounts to 50 minutes a week of direct teaching combined with learning through continuous provision. It is taught within the context of the 7 areas of learning and development, with specific reference to Personal, Social and Emotional development (PSED) and Understanding the World (UTW). Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 and 2: In KS1, Religious Education is taught for 36 hours per year and KS2 for 45 hours per year. The subject is timetabled to be taught to the whole class following the current Coventry and Warwickshire Agreed Syllabus for Religious Education units of work, alongside units taken from the Understanding Christianity scheme of work. There are clear learning intentions and enquiry questions for each unit of work which cover key concepts that underpin the study of RE. The long term plan gives an overview of work to be carried out in each year group. Medium term unit plans give details of what the pupils know already, the differentiated outcomes of the unit and the skills

that are developed over the course of the unit. Class teachers use the medium term planning, agreed syllabus resources and/or Understanding Christianity resources to plan lessons.

6. Curriculum Coverage

Religious Education has a discrete place in the curriculum and has cross-curricular links with a range of subjects:

Humanities: The world past and present

Art: The use of religious subjects in art across all cultures and religions. The use of pattern and symbols.

English: The use of drama, writing, poetry and reading to explore and depict areas of the subject.

Music: Music used in collective worship, for religious festivals and to express spiritual experience.

Computing: Researching information on beliefs and traditions in life and culture.

PSHE: Develop an understanding of morality, individual responsibility and living thoughtfully in the world with others.

7. Curriculum Content

The Religious Education curriculum is underpinned by our school vision: We Care, We Believe, We Succeed…Together and our Christian vision. The RE curriculum is designed to ensure pupils receive a balanced education in the 3 strands of RE: Theology, Philosophy and Human Sciences. Units have been carefully chosen and placed to ensure that substantive knowledge is built upon and revisited both within the years, the key stage and into the next key stage. Pivotal units are strategically placed to allow pupils to draw together and apply their substantive knowledge while developing key disciplinary skills. For detailed information about the RE curriculum see the RE Long Term Plan.

Key Stage 1: Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus is given to Christianity, Islam and Judaism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridgebuilding and reconciliation

Key Stage 2: Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. Pupils look at religious groups and individuals who work to foster good moral behaviour and what it means to be 'good'. They explore the work of religious groups that encourage peace and forgiveness.

Displays in classrooms and throughout the school environment enhance teaching and learning. There are prayer spaces within each classroom, a faith display in the corridor, values displays in the main entrance to school and 'The Big Story of the Bible' display in the hall.

8. Curriculum Opportunities

Pupils are offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum provides opportunities for pupils to:

- Listen and respond to visitors from local faith communities
- Visit places of worship and religious significance where possible, to develop and enhance learning at their key stage

- Begin to use ICT to further explore religions and beliefs practiced in the local and wider community
- Use every day and religious language to talk about their own beliefs, ideas, values, feelings and experiences
- Use their senses and have times for quiet reflection
- Use other curriculum areas such as art and design, music, dance and drama to develop and express their ideas in a variety of forms
- Identify and explore the connections between RE and other subject areas
- Recognise diversity within religious traditions, worldviews and human experiences.

9. Wellbeing and SMSC (Spiritual, Moral, Social and Cultural)

We provide an education that gives pupils opportunities to explore Christian and moral values which underpin individual choices of behaviour. Our school values form part of our behaviour policy and we use the school's moral code when discussing children's behaviour choices. We promote high standards of personal behaviour, a positive caring attitude towards other people and an appreciation of the diversity and richness of other cultures. British Values are taught alongside each RE and the PSHE curriculum. As the purpose of the RE curriculum is to promote tolerance of those of different faiths and beliefs and mutual respect, these values are highlighted throughout.

10. Management of RE within the school

The RE subject leader responsible for co-coordinating the teaching of RE throughout the school. The subject leader is responsible for:

- Compiling, carrying out and evaluating the school RE action plan.
- Providing support and advice to members of staff.
- Monitoring the teaching of RE and outcomes for children, revising policies and supporting staff with planning if necessary.
- Attending relevant training and leading the CPD of staff through relevant INSET sessions.
- The organisation of RE resources within the school.
- Maintaining the Subject lLeader's File.
- Organising visits and visitors.

11. Health and Safety

In organising visitors, visits or artefacts, staff need to consider issues of health and safety and pupil safeguarding, referring to relevant policy and documentation. All external visits require a risk assessment and an OSA1 form completed and signed by the Educational Visits Coordinator (EVC). Refer to the Offsite Activities folder and Health and Safety guidelines. Information on accredited sites is found on the WES website.

12. Assessment

Teachers assess children's ability to answer the key question for the unit studied. They use the agreed syllabus end of Key Stage outcomes to inform assessment judgments at the end of a unit.

13. Resources

Artefacts are stored in The Pod or in classrooms. Online resources can be found at: http://www.warwickshire.gov.uk/sacreresources or https://www.understandingchristianity.org.uk/

14. Monitoring and Review

Monitoring of the standards of the children's work and the quality of teaching of RE is undertaken each term to ensure that pupils make the best possible progress. The annual RE action plan is informed by the School Improvement Plan and indicates areas for further improvement.

The RE policy is reviewed every three years by the headteacher and the governing body.