



St George's C of E Primary School RE Policy

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St George's Church of England Primary School - supporting each other to courageously flourish, within our community, armed with our shield of Christian values.

Be Kind. Be Compassionate. Be Forgiving.

1) Rationale

“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together” (Statement of Entitlement)

The statement of entitlements lays out the entitlement of all children to receive a high quality religious education which supports them in all aspects of their learning.

The statement lays out the details of coverage of the RE curriculum in church schools. At St. George's CE Primary School we ensure that we fully meet the requirement of the statement of entitlement.

2) Aims

At St George's CE Primary School we aim that religious education will:

- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human through understanding Christianity and other principal religions and traditions.
- promote personal reflection and justification challenging children to ask 'so what?'
- support children to become religiously literate.
- enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- enable pupils to develop knowledge and skills in making sense of biblical texts by understanding their impact and connections in the lives of Christians.
- 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. This also builds resilience to anti-democratic or extremist narratives.
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.
- teach pupils to develop tolerance and respect for others, including people with different faiths and beliefs, and help to challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- develop a sense of awe and wonder and mystery.

The contribution RE makes to other curriculum aims in particular to community cohesion

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE 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.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the four levels outlined in DCSF guidance.

The school community - RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located - RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community - a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community - RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

3) The school's approach to teaching RE

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning based on Understanding Christianity and Discovery RE (which supports the Wiltshire Agreed Syllabus for Religious Education). Teachers adapt and supplement the schemes of work as appropriate for their class. RE does not seek to persuade or indoctrinate, but help children in their own personal search for meaning, purpose and value in life.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

4) How RE is organised

RE is generally taught as a specific subject either for a session a week or as part of a focus for a week - in accordance with how our curriculum is organised and taught. Every effort is made to link the areas covered by RE to the broader curriculum topics taught, or with other areas of school life including worship / PSHE.

In accordance with the structure of the locally agreed syllabus we have agreed that:

- At KS1 pupils study Islam Christianity and Judaism
- At Lower KS2 pupils study Christianity, Hinduism, Judaism and Sikhism
- At Upper KS2 pupils study Christianity, Hinduism and Islam

Resources for RE are kept centrally in the staff room and artefacts and other resources are kept in the hall cupboard. Specific resources are also ordered to support areas from WSLR to which the schools pays an annual subscription.

EYFS has a large floor book in which RE evidence should be displayed. The evidence may take the form of every child's individual work on an enquiry, individual "representative" samples of children's work, group work, photographs of activities/work/displays, adult-scribed quotes from children and observations.

RE evidence for KS1 and KS2 children will be collated using individual RE scrapbooks that follow every child through their school journey and will be a record of their religious and spiritual experiences.

5) Assessment and Recording of RE

At the start of each unit of work teachers will obtain knowledge of children's prior understanding through an elicitation task.

At the end of each unit of work, teachers will assess the children based on their work and contributions during class activities. On occasions, where relevant, an assessment task may be given. Attainment of the children will be recorded on core concept assessment sheets. The data will then be collated on a tracking attainment grid where progress throughout each year can be monitored. Children will be judged to be working towards, working at or working beyond the expected standard.

6) Arrangements for monitoring standards of teaching and learning in RE

The RE subject leader will monitor RE within the school through analysis of this assessment data, through lesson observations, through work sampling and through pupil interviews. This information will feed into the Church school self-evaluation process.

7) Responsibilities for RE within the school

As well as fulfilling their legal obligations, the 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 RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- 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 on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, head teachers might wish to seek advice from their LA or SACRE.

8) The right of Withdrawal from RE

At St George's Primary C. of E. Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at St George's Primary School.

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. The school may also wish to review such a request each year, in discussion with the parents.