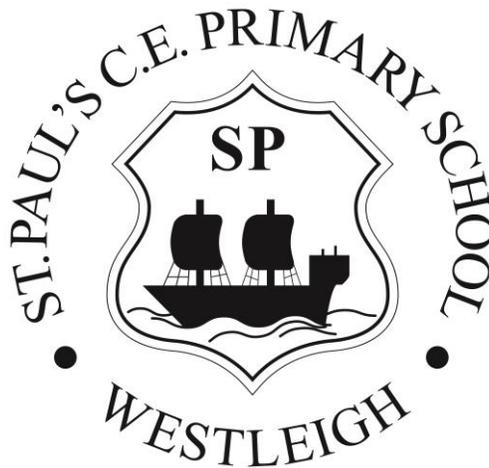


Westleigh St. Paul's Primary School

Religious Education Policy



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Policy agreed- Date:

WESTLEIGH ST. PAUL'S CE PRIMARY SCHOOL

POLICY FOR RELIGIOUS EDUCATION

INTRODUCTION

This document is a statement of aims, principles and strategies for the teaching of Religious Education at Westleigh St. Paul's Church of England Primary School.

It is the decision of the *Governors* and staff to use *Questful RE (2017)* This scheme of work was adopted by Manchester to replace Manchester's own original scheme.

The implementation of this policy in a Voluntary Aided school is the responsibility of the RE Co-ordinators, clergy, governors and all staff.

OUR MISSION STATEMENT

Westleigh St. Paul's CE Primary school is committed to the provision of a high quality education for all its pupils, designed to ensure that they can realise their individual potential within a Christian framework.

OUR SCHOOL VALUES

At St. Paul's we have five core values that we want our children and school family to practise and observe. These are:-

FRIENDSHIP LOVE HOPE TRUST RESPECT

OUR SCHOOL MOTTO

Working together, playing together.

WHAT IS RELIGIOUS EDUCATION ?

Religious Education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It encourages attitudes of openness and sensitivity towards people whose religious beliefs and practices may differ from their own. It enables pupils to consider and respond to a range of important questions related to their own spiritual, moral and cultural development. It fosters awe, respect and wonder and the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

AIMS

- To extend pupils' thinking and awareness of themselves, their place in relation to others, the needs and desires of others, the wonder and complexity of the universe.
- To study Christianity as a living faith and encounter its impact on people through the ages and today.
- To appreciate ways in which faith is conveyed and expressed in the Anglican Church, through liturgy and ritual, corporate and private prayer, story and myth, art and music and Christian community.
- To develop an understanding of other Christian denominations.
- To learn about other major religions and explore issues within and between these faiths to help them understand and respect different religions, beliefs, values and traditions and their influence on individuals, societies, communities and cultures.
- To consider questions of meaning and purpose of life.
- To learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues, and having a strong sense of right and wrong.
- To develop their sense of identity and belonging, preparing them for life as citizens in society.
- To develop enquiry and response skills, through the use of distinctive language, listening and empathy.
- To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses. (Building their own sense of identity and belonging.)

CURRICULUM CONTENT

- At St. Paul's we follow Questful RE (2017). We also include Manchester Diocesan recommendations for the teaching of Judaism, Islam, Hinduism and Sikhism for half a term at Key Stage 2. Other faiths are introduced in KS1 through themes such as special books, special places. We want our children to respect other faiths and see the similarities and differences between Christianity and other faiths.
- We also gain knowledge and ideas from the Understanding Christianity materials to enrich our teaching and learning.
- Planning takes the format of a School yearly overview. Individual year groups use the medium term planning from Questful RE and short term planning varies in style between teachers.
- Differentiation is either by task or outcome and deployment of additional adults within the class.
- Through effective planning and teaching, children are given opportunities to develop skills, processes, values and attitudes in Religious Education.

- Wherever possible, children are provided with opportunities for first hand experiences.
 - We provide a safe place to ask questions about faith.
- NB: Refer to Curriculum overview for specific themes.

SKILLS AND ATTITUDES

- Investigative skills (questions)
- Ability to express oneself (explain)
- Interpreting skills (draw meaning)
- To be reflective (thoughtfulness)
- To be able to empathise (be considerate)
- To analyse and evaluate (use reason/describe)
- To synthesis (make links)
- To be self aware
- To have respect for all
- To be open minded
- To appreciate and wonder about things

FOUNDATION STAGE PROVISION

RE is taught in the Foundation Stage as a stand alone subject but also touches on elements of Understanding the World (UTW) and Personal Social Emotional Development (PSED). The long term plan for Reception corresponds to the strands in other year groups. Other cultures and their festivals are also studied in a more cross-curricular way through topic work.

INFORMATION COMMUNICATION TECHNOLOGY

Pupils are given opportunities to apply and develop their ICT capacity through research, taking photos and filming activities.

CROSS CURRICULAR LINKS

- RE contributes significantly to the ethos of the school, which underpins the whole curriculum.
- It enhances the children's spiritual development and has strong links with becoming a good citizen.
- Opportunities for role play, drama, dance, plays, music, art and craft are all provided through RE lessons, providing interesting and stimulating learning opportunities.

RESOURCES

- A range of resources, built up over time, are stored in KS2 corridor cupboards, as well as each classroom and in the KS1 Teachers' library.
- A variety of Bible types are available for use and there are enough Good News class Bibles, sufficient for whole class usage.
- Laptops/ipads/notebooks are also available in school to use as a research tool.
- All children from year 2 upwards are presented with their own personal school Bible using the Bible for Children Scheme. We have a presentation in Worship in autumn where the year 2 children receive their Bibles from the Vicar.

THE ROLE OF THE RE CO-ORDINATOR

The RE Co-ordinator will strive:

- a) To ensure we provide between 5-10% of the curriculum time to RE.
- b) To write and review an RE policy in consultation with other members of staff, governors and clergy.
- c) To select a scheme of work that will show expectations of what children may achieve at each stage and monitor planning annually.
- d) To observe a selection of RE lessons yearly.
- e) To write an annual action plan showing key areas of development for RE.
- f) To ensure the adequate and appropriate provision of resources to match the RE scheme of work and that teachers are aware of how to use the resources available.
- g) To arrange the purchase of RE resources within an agreed budget.
- h) To keep up to date with recent educational thinking about the teaching of RE and to attend courses and relevant training.
- i) To liaise with the Headteacher on the strengths and areas for development in the RE curriculum and from lesson observations and a book scrutiny.
- j) To address any issues relating to pupil progress in consultation with the Headteacher and member of staff at the end of the summer term.
- k) RE information is on the school website.

THE ROLE OF THE GOVERNING BODY

The Governing Body is responsible for ensuring that:

- We have an allocated RE Governor - Reverend Judith.
- There is a current policy statement and curriculum for the teaching of Religious Education .

- Religious Education is included in the basic curriculum. (KS1 30 hours of RE teaching and KS2 45 hours a year.)
- Sufficient time and resources are devoted to Religious Education to enable the school to meet its legal obligations and to deliver a quality Religious Education curriculum.
- The school's prospectus makes reference to RE/Collective worship and states parents' legal rights of withdrawal from RE lessons.

THE ROLE OF THE HEADTEACHER

It is the Headteacher's duty to ensure that:

- Religious Education is provided in accordance with the *Governors' Agreed Syllabus* for all registered pupils at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of Religious Education within the school.
- Parents/carers receive an annual written report on their child(ren)'s progress in Religious Education.
- Requests from parents/carers for the withdrawal of their child from Religious Education are responded to and alternative arrangements are made, so long as it does not incur additional cost to the school.

THE ROLE OF THE RE TEACHER

- To implement the RE policy and scheme of work, teaching an engaging, high-quality RE curriculum which follows the legal requirements.
- To follow school assessment procedures.
- To plan for a range of abilities and ensure that the teaching of RE is fully inclusive.
- To report annually to parents about progress and achievement in RE.

ROLE OF THE VICAR

- To deliver Confirmation sessions with upper KS2 children with the choice of being confirmed at church.
- The Vicar is invited into certain RE lessons to enhance learning.

ENRICHMENT OPPORTUNITIES

Where possible, children should experience first hand what they learn about in the classroom. Visitors to the school to enhance RE teaching and learning are strongly

encouraged. Teachers are encouraged to organise out of school visits for the children to enhance their learning, particularly to places of worship.

ASSESSMENT AND RECORDING

The majority will achieve expected in their year group (W - working within) although some children will go beyond (S- secure and above) and some will not achieve this standard (B-below expected)

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess and therefore assessments are not based solely on written work, but knowledge of the child during RE, Worship, comments made in other lessons etc.

EQUAL OPPORTUNITIES

At Westleigh St. Paul's CE Primary School we ensure that RE is accessible to all, regardless of gender, colour or creed. This is in order to develop and express their own beliefs as well as listening to and respecting the feelings of others.

CONCLUSION

At St. Paul's we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements (any National Curriculum changes or Diocesan changes). The co-ordinator will discuss any aspect of this policy on request.

Signed: (Governing Body)

RE Co-ordinator(s)..... Date.....

To be reviewed 2021

