

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone
succeeds!**

Religious Education Policy

January 2017

POLICY STATEMENT

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

LINKS TO OTHER POLICIES

2. Worship Policy

AIMS

3. R.E. is a study of a variety of different faiths and beliefs within the world around us. RE provide opportunities for children to:
 - a. Develop their knowledge and understanding of Christianity and the other principle religions represented in Great Britain.
 - b. Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.
 - c. Consider questions of meaning and purpose in life.
 - d. Learn about religious and ethical teaching, enabling them to make reasoned and informed evaluations on religious and moral issues, through enabling children to reflect on their own beliefs.
 - e. Develop their sense of identity and belonging, preparing them for life as citizens in a pluralist society.
 - f. Develop enquiry and response skills through the use of distinctive language, listening and empathy.
 - g. Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses (completed through the Shared Human Experience element of each unit of work).
 - h. To help pupils develop the skills of evaluation and reason that aid their own Spiritual journey.
4. R.E. does not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion over another. It is not the same as collective worship, which has its own place within school life.
5. **R.E IS IMPORTANT BECAUSE:**
 - a. It seeks to foster understanding to avoid prejudice and conflict. RE is a body of knowledge essential to our understanding of a world of faiths and beliefs for those around us and the beliefs.

- b. It offers an insight into the creation of our world.
- c. Develop awareness and understanding of how religion has a wide impact on human beliefs and offers religious answers to questions about human origins.
- d. It prepares pupils to become responsible participants in a multi-cultural society.

RELIGIOUS EDUCATION

- 6. The unique position of Christianity within the ethos of the school should be acknowledged but children will be able to develop some knowledge of other religious traditions and beliefs. World Faiths are taught using material from the Lancashire Agreed syllabus on Islam, Judaism, Sikhism, Buddhism and Hinduism.
- 7. RE is taught using 2 specific attainment targets.
 - a. AT1 Learning about religions
 - b. AT2 Learning from religions
- 8. R.E. is predominantly taught as a separate subject covering the topic areas within the Lancashire Agreed Syllabus.
- 9. Approximately 66% (2/3rds) of R.E. time is spent studying Christianity

BRITISH VALUES

- 10. Religious Education is well placed in promoting British Values. Recent legislation from the DFE requires schools to embody Fundamental British Values in their whole school curriculum. These, and how we handle them, are listed below.
 - a. **Individual Liberty:** Through the enquiries, children are given the opportunity to explore, gain knowledge and to reach an understanding that people are at liberty to choose how they express their faith and what they believe in. RE promotes the idea that individuals have freedom to choose what they believe
 - b. **Democracy:** Teachers have opportunity to model democracy within the classroom, allowing all children the opportunity to speak, use class voting systems and debates.
 - c. **The rule of law:** Children are encouraged to think about the laws, commandments, expectations within a faith and how those rules would impact on their own lives as well as on the lives of the people within those religions
 - d. **Mutual respect and tolerance:** Through learning RE, children will begin to identify similarities and draw comparisons between different faiths. Through RE we are giving the message that it is important to listen to and understand the beliefs of another human being. At St Paul's, we aim to develop deeper respect for religions through a Jewish Synagogue visit in Year 4 and a Mosque visit in Year 2. This is in addition to our church visits throughout the year.
- 11. **The Predominant Mode of Working in R.E.** is whole class teaching, individual learning and some co-operative group work. The individual teachers plan their children's learning through an enquiry based approach, using the Lancashire Agreed Syllabus.

12. Within each Mode of Working relevant discussion and individual contribution are encouraged.

13. **There is no specialist teaching in R.E.** it is taught by the class teacher and through whole school worship. The Vicar will have some input.

14. Support assistants are used in R.E. to assist in classroom activities and alongside individual and group activities.

PUPILS WITH SPECIAL NEEDS

15. They may receive extra support in the classroom from a non-teaching assistant. Such pupils include:

- a. Those with language/communication difficulties who are given support with reading and writing.
- b. Those with particular flair for R.E., and who work more quickly, have their work extended through the use of supplementary materials.

HOMEWORK (where appropriate)

16. Finding answers to questions posed in school through the use of books and interviews with friends and family.

17. Bringing artefacts and books from the home environment into school for discussion.

THE EMPHASIS OF OUR TEACHING OF R.E.

18. The emphasis is placed on first hand experience and we encourage children increasingly to take control of their own learning through an enquiry based approach.

19. Work may revolve around listening or debating activities where children are encouraged to carefully form their own opinions and interpretations.

20. A wide range of resource materials are used during teaching, such as religious artefacts, videos and visitors/visits.

21. Pupils are encouraged to communicate their feelings and finding through a variety of methods - reports (both written and verbal), pictures and displays.

EXCELLENCE

22. Excellence in R.E. is celebrated in display and presentation, i.e.

- a. Displays highlighting children's views, opinions and feelings.
- b. By the celebration of religious events and occasions in whole class or school gatherings.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

23. Planning, in R.E, is a process of collaboration between staff and approved governors. The curriculum is organised to ensure full coverage of the Lancashire Agreed Syllabus of Work for R.E.

THE ROLE OF THE R.E. LEADER

24. To monitor Work Plans.

25. To take the lead in policy development and the production of Schemes of Work designed to ensure progression and continuity in R.E. throughout the School (see Lancashire Agreed Syllabus).

26. To support colleagues in their development of work plans and implementation of the Scheme of Work, assessment and record keeping.

27. To monitor progress in R.E. and advise the Head teacher on action needed.

28. To take the responsibility for the purchase and organisation of central resources for R.E.

29. To keep up to date with developments in R.E. education and offer information to colleagues as appropriate.

30. Organise a worship/display in classrooms.

FEEDBACK TO PUPILS

31. Is achieved in R.E.:

- a. through the marking and display of their work.
- b. aims to help children learn by being positive and constructive.
- c. encourages the development of an R.E. vocabulary and understanding.

FORMATIVE ASSESSMENT

32. Is used to guide the progress of individual pupil's in their use of R.E. It involves identifying each child's progress, determining what each child has learned and what therefore should be the next stage of his/her learning. It is mostly carried out informally by teachers in the course of their learning.

33. Suitable tasks for assessment may include:

- a. Small group discussions relating to practical tasks.
- b. Specific assignments for individual pupils.
- c. Individual discussions in which children are encouraged to appraise their work and progress.

STRATEGIES FOR RECORDING AND REPORTING

34. **Recording of progress** in R.E. kept for each child include:

- a. A yearly report of progress.
- b. Reports to parents - this involves two appointment based open evenings and an annual written report.

35. **Central Resources** are the responsibility of the R.E. Coordinator who has a budget available. These will include resources relating to Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism (available in small study unit boxes).

36. These will include expensive, precious items, i.e. Quran, Torah. These resources are stored in the RE resource area and will be handled with respect to the relevant religion.

INFORMATION TECHNOLOGY

37. IT can be used to support the teaching of R.E. for:

- a. Communication information (word processing)
- b. Internet research

OUTDOOR CLASSROOM

38. Where possible and appropriate, the outdoor classroom will be used to support children in the development of their spirituality.

THE LIBRARY

39. Houses a stock of books relating to R.E. topics

HEALTH AND SAFETY

40. There are no specific health and safety issues in R.E. but safe working practices (i.e. candle work) are followed at all times.

RIGHT FOR WITHDRAWAL

41. Parents have a right to withdraw their children from Religious Education. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes this should consult the Head Teacher. Teachers may also withdraw from the teaching of RE.

STAFF TRAINING

42. Through INSET and Staff Meeting opportunities in school, we will ensure that our staff are fully trained to teach Religious Education.

VISITORS AND THE USE OF SCHOOL PREMISES

43. If any member of staff wishes to invite a visitor in the school for the teaching of Religious Education sessions, they must first discuss this with their Unit Head and the Head teacher. Only after agreement from the Head Teacher can the visitor enter school. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

44. Upon arriving at the school, all visitors to lead worship will be escorted by the school staff member who invited them.

POLICY REVIEW

The Religious Education Policy will be reviewed annually as part of the overall Safeguarding and Child Protection Policy review.

This policy will be ratified by the Governing Body in January 2017

Signed by Mr W Aitkin (Chair of Governors) *W. Aitkin* Date 31.1.17

This policy will be reviewed on or before the following date: January 2018