

**ST. PAUL'S**  
**CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**



ENCOURAGE  
*one another*  
AND BUILD EACH OTHER UP  
1 THESSALONIANS 5:11

**Religious Education Policy**  
**September 2021**

## **POLICY STATEMENT**

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, Rawtenstall.

## **LINKS TO OTHER POLICIES**

- Worship Policy

## **IMPLEMENTATION - how we teach and what we teach**

St Paul's operates in accordance with the guidance set out in the RE Statement of Entitlement, (The Church of England Education Office 2019) and within the Trust Deed of our VC school. We use a highly regarded, investigative and challenging scheme of work for teaching Christianity called 'Understanding Christianity' and follow the Lancashire Agreed Syllabus for other world faiths. As a church school, RE is a core subject and consequently we ensure that at least 5% of curriculum time is dedicated to the subject. The curriculum that we follow focusses on Christianity for 66% of the time and the five other major world faiths for the remaining time. RE is taught by class teachers with lessons that are enquiry based, thought provoking and challenging. The Vicar will have some input and we encourage visitors from other world faiths to share within school.

R.E. is a study of a variety of different faiths and beliefs within the world around us. RE provides opportunities for children to:

- Develop their knowledge and understanding of Christianity and the other principle religions represented in Great Britain.
- 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.
- Consider questions of meaning and purpose in life.
- 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.
- Develop their sense of identity and belonging, preparing them for life as citizens in a pluralist society.
- Develop enquiry and response skills through the use of distinctive language, listening and empathy.
- 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).

- To help pupils develop the skills of evaluation and reason that aid their own Spiritual journey.

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.

- 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.
- Work may revolve around listening or debating activities where children are encouraged to carefully form their own opinions and interpretations.
- A wide range of resource materials are used during teaching, such as religious artefacts, videos and visitors/visits.
- Pupils are encouraged to communicate their feelings and finding through a variety of methods - reports; both written and verbal, pictures and displays.

### **IMPACT - how we measure what we teach**

The curriculum is organised to ensure full coverage of both the Lancashire Agreed Syllabus of Work for R.E and Understanding Christianity. Work plans are monitored by the R.E. Leader.

Formative Assessment 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.

The children's work in RE is assessed summatively each term using the current assessment framework with judgements by class teachers having been informed by the contributions made by children in class discussions and work recorded in their RE book. Progress of children is tracked throughout their time at St Paul's. RE is reported on formally to parents at the end of each academic year.

### **THE ROLE OF THE R.E. LEADER**

- 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.
- Support colleagues in their development of work plans and implementation of the Scheme of Work, assessment and record keeping.
- Monitor progress in R.E. and advise the Head teacher on action needed.
- Take the responsibility for the purchase and organisation of central resources for R.E.
- Keep up to date with developments in R.E. education and offer information to colleagues as appropriate.

## **CENTRAL RESOURCES**

These 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).

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.

## **OUTDOOR CLASSROOM**

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

## **HEALTH AND SAFETY**

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

## **RIGHT FOR WITHDRAWAL**

RE is an open and broad curriculum, exploring a range of religious and non-religious worldviews. However, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility after discussion with the Headteacher.

## **STAFF TRAINING**

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**

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 the RE Lead. 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.

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 September 2021

Signed by Mr W Aitken (Chair of Governors)                      Date

This policy will be reviewed on or before the following date: September 2022



## Children's Rights - Article 14

Every child has the right  
to think and believe what  
they want and to  
practise their religion.

[www.OutsideClassroomBoards.co.uk](http://www.OutsideClassroomBoards.co.uk)