

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
September 2020

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

AIMS

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.

R.E IS IMPORTANT BECAUSE:

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

RELIGIOUS EDUCATION

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:-

Islam Judaism Sikhism Buddhism Hinduism

- R.E. is predominantly taught as a separate subject covering the topic areas within the Lancashire Agreed Syllabus. At St Paul's we use 'Understanding Christianity' to support our teaching of the Christianity units.

World Faiths are taught using material from the Lancashire Agreed syllabus

Islam Judaism Sikhism Buddhism Hinduism

- Approximately 66% (2/3rds) of R.E. time is spent studying Christianity at St Paul's

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.

BRITISH VALUES

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

Democracy

Teachers have opportunity to model democracy within the classroom, allowing all children the opportunity to speak, use class voting systems and debates.

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

Mutual respect and tolerance

Through learning about 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 understand the beliefs of others, that it is important to listen to the story 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 and a visit to Manchester Cathedral for Year 6 children.

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 and supplemented by the 'Understanding Christianity' resource for aspects of Christianity.

Within each Mode of Working:

- Relevant discussion and individual contribution are encouraged.

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.

Support assistants are used in R.E.

- To assist in the classroom, supporting individual and group activities.

The school follows the Lancashire Agreed Syllabus. The individual teachers plans their children's learning through an enquiry based approach.

PUPILS WITH SPECIAL NEEDS

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

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

HOMEWORK, where appropriate

- Finding answers to questions posed in school through the use of books and interviews with friends and family.
- Bringing artefacts and books from the home environment into school for discussion.

THE EMPHASIS OF OUR TEACHING OF R.E.

- 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/vists.
- Pupils are encouraged to communicate their feelings and finding through a variety of methods - reports; both written and verbal, pictures and displays.

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

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

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

- Planning in R.E is a process in which all teachers are involved through a process of collaboration between staff and approved by governors.
- The curriculum is organised to ensure full coverage of the Lancashire Agreed Syllabus of Work for R.E.
- Work plans are monitored by the R.E. Leader.

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 (see Lancashire Agreed Syllabus).
- 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.
- Organise a display in classrooms.

FEEDBACK TO PUPILS

- Is achieved in R.E. through the marking and display of their work.
- Aims to help children learn by being positive and constructive.
- Encouraged the development of an R.E. vocabulary and understanding.

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.

Suitable tasks for assessment may include:

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

STRATEGIES FOR RECORDING AND REPORTING

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

- A yearly report of progress.
- Reports to parents:

This involves two appointment based open evenings and an annual written report.

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.

INFORMATION TECHNOLOGY can be used to support the teaching of R.E. for:

- Communication information (word processing)
- Internet research

OUTDOOR CLASSROOM

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

THE LIBRARY

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

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

Parents may withdraw their children from Religious Education. This provision and its limitations must be indicated in the school Prospectus. Advice on parental rights of withdrawal has been set out clearly in the Blackburn Diocesan Syllabus for RE (p12): "Parents may request the Governing Body to provide Religious Education for their children according to the Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the

Agreed Syllabus. The Governing Body should make such provision unless the circumstances make it unreasonable to do so.”

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 their Unit Head and the Headteacher. 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 January 2020

Signed by Mr W Aitkin (Chair of Governors)

Date: January 2020

This policy will be reviewed on or before the following date: January 2021



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