

# St. Paul's CE Primary School

## Religious Education Policy



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# St Paul's Church of England Controlled Primary School

## Religious Education Policy

### St. Paul's CE Primary Vision statement says:

Jesus offers life in all its fullness, and so we inspire our children to flourish and grow in school, the community and the wider world.

Our school is a safe and caring environment, with Christian values at its heart. Our school respects, and welcomes, all faiths, cultures and communities.

We ensure every child is valued, encouraging each child to discover their gifts and potential.

*Unique and precious in God's eyes, be the best that you can be.*

Jesus said, "I have come in order that you may have life - life in all its fullness."

*John 10:10*

This policy is intended to underpin our school's vision statement and ethos.

### **The Importance of Religious Education**

To a Church school, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church school through good, well-planned and well-organised collective worship, through the example of Christian teachers, and through the quality of RE teaching.

*The Way Ahead, para 4.14*

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

*(Religious Education the non-statutory national framework)*

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

*(Cheshire Agreed Syllabus 'Encounter and Response')*

## **Introduction**

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

The spiritual and moral development of our children underpins all aspects of our school life.

## **Legal Requirements**

St Paul's is a Church of England Controlled school, therefore Religious Education should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education subject leader/coordinator on a daily basis.

Following the New Agreed Syllabus for RE 2022-2027 Manchester, Salford, Stockport, Tameside and Trafford, the majority of work in Religious Education will be based on the Christian faith with the introduction of two other major world religions, Hinduism and Islam, at Key Stage 1 and then the study of Judaism, Islam and Hinduism at Key Stage 2 as well as opportunities to understand the teachings of Humanism and Atheism.

Religious Education will be allocated not less than 5% of the timetable. In Key Stage 1 this amounts to between 40-50 minutes per week totalling 36 hours over the year. In Key Stage 2 children should be taught Religious Education for 1 hour per week totalling 38 hours over the year. At St Paul's school, staff ensure coverage by block planning units of work for each term.

## **Withdrawals**

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

## **Aims**

The purpose of teaching Religious Education in school is to:

- show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
- extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit, understanding that spiritual development is the search for individual and communal identity.
- help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

## **Principles**

We aim through our teaching

- To provide a course of Religious Education within the framework of the New Agreed Syllabus for RE, appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

## **We aim to encourage children in our school**

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences.
- To develop respect for other people, their beliefs and their life-styles.

- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.
- To ask big questions and challenge their thinking on ethical issues considering the social, environmental, and spiritual aspects of these.

## **Entitlement**

- The children's entitlement is based upon the New Agreed Syllabus for RE and this provides the basis for our planning and teaching throughout school.
- In the main, Religious Education will be taught as a discrete subject although the approach may vary.
- Religious Education in school is organized using a whole school overview or plan. This lays out which units, or themes, should be studied by each year group.
- Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship and drama workshops and visiting theatre companies also support the work of Religious Education in school.

## **Implementation**

- Religious Education will be taught throughout the school mainly by the class teacher and may be supported by the RE Subject Leader, clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
  - Visits to local churches.
  - A variety of teaching approaches are encouraged.
  - Teacher presentations, role play and storytelling.
  - Questions and answer sessions, discussions and debates.
  - Individual and group research.
  - Photographs, pictures and maps
  - I.C.T, television, video, film, tape, CD, radio and PCs to research and communicate ideas.
- Mind Friendly strategies will support teaching and learning as appropriate.
- Progression will be guided by the New Agreed Syllabus for RE. Religious Education may be integrated with other subjects as appropriate for example ICT, History and PSICHE.

- Religious Education resources will be reviewed and updated regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- INSET will be included with the School Improvement Plan. External INSET will reflect budgetary constraints.

### **Special Educational Needs/Disabilities(SEND)**

Children with special educational needs/disabilities will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimise inclusion, the children's differing needs for learning (including children with special educational needs/disabilities) will be addressed through differentiated activities. Education Support Plans will support those children who have been identified and the plans will specify differentiated learning and assessment.

*See separate SEND school policy.*

### **Equal Opportunities**

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

### **Health and Safety**

Teachers have a copy of the School Health and Safety Policy together with the Educational Visits Policy. Located in the Headteacher's office is the Educational Visits Folder for reference to risk assessment and guidance notes.

The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

### **Resources**

Resources for teachers are housed in individual classrooms, the Headteacher's office, shelves in the entrance hall and the hall. The vicar is available as an additional support.

## **Planning, Assessment, Reporting and Record Keeping**

- All pupils will be assessed based on the learning outcomes for each unit, informed by the New Agreed Syllabus for RE, Values for Life and the Big Questions resource.
- In order to show progress towards the learning outcomes, the staff appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.
- Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning; assessment; reporting to parents; and curriculum monitoring by the Subject Leader and the Headteacher.
- Records are kept by the class teacher, Headteacher and the Religious Education Subject Leader. Samples of work are kept by the Religious Education Coordinator.
- Summative reports for RE are included in the annual end of year report to parents.
- Staff notate and divide the units of work from the medium term planning so that it informs the short term planning.

## **Monitoring and Evaluation**

- The Headteacher has overall responsibility for monitoring and evaluation.
- The Subject Leader will assist the Headteacher by monitoring Long Term and Medium Term plans.
- The Subject Leader will do a scrutiny of work 3 times each year to monitor standards, continuity and progression.
- The Subject Leader will manage resources.
- The Subject Leader will keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The Subject Leader will be aware of staff development needs and encourage continuing professional development.
- The Subject Leader will facilitate the sharing of good practice.
- The Subject Leader will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy.

Written by: Jo Harrington (Headteacher) and Liz Bouchier (RE Lead)