

RELIGIOUS EDUCATION POLICY

ACADEMY VISION

Our vision is that this Church School will be a centre of excellence where all our children will become independent, thinking and resilient individuals with a passion for learning and enquiry. They will be taught by dedicated teachers who will nurture every pupil so that they will grow in Christian values and distinctiveness to reach their full potential.

Introduction

RE is central to the purpose of Primrose Hill Church of England Primary Academy because as a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

RE in Primrose Hill Church of England Primary Academy explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum and all aspects of learning at Primrose Hill Church of England Primary Academy.

In accordance with the National Society's statement of entitlement for Religious Education (2011), the aims of Religious Education in church schools are:

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop understanding of religious faith as the search for and expression of truth
- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs

In addition, the outcomes for pupils at the end of their education in church schools are that they are able to:

- Think theologically and explore ultimate questions
- Reflect critically on the truth claims of Christian belief
- Develop the skills to analyse, interpret and apply the Bible text
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Make a well informed response to Christianity
- Respect those of all faiths in their search for God
- Reflect critically on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and express their views on the human quest and destiny

Aims

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE aims to enable pupils of all abilities and stages of development to:

'explore what people believe and what difference this makes to how they live'

- 1. develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.*
- 2. develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.*
- 3. understand how belief may impact on culture, relationships, values and lifestyle.*
- 4. understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.*
- 5. develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.*
- 6. explore ways in which religious values and teaching have an impact on actions and decisions for people of faith*
- 7. be supported in making informed judgements and developing beliefs, values and patterns of behaviour in their own search for meaning and purpose in life.*
- 8. stimulate pupils curiosity, interest and enjoyment in RE and develop a sense of awe, wonder and mystery about the world.*
- 9. explore the concepts of love, forgiveness and sacrifice.*
- 10. develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis*
- 11. develop attitudes of respect, sensitivity, open mindedness and self-esteem.*
- 12. encourage a positive, enthusiastic attitude towards RE.*
- 13. enable pupils to develop a range of desirable personal qualities such as politeness, perseverance, initiative and independence, care, concern and responsibility for living things and the natural world.*
- 14. develop knowledge and understanding of right and wrong.*
- 15. promote racial and cultural harmony.*
- 16. develop pupils' understanding of charities and good causes.*

Teaching and Learning

- 1. The scheme of work for RE will maintain a balance between the three core strands: Make sense of belief, Understand the Impact & Make Connections*
- 2. There will be clear learning outcomes for all units of work, based on the appropriate learning outcomes as set out in the Gloucestershire Agreed RE syllabus.*
- 3. The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.*
- 4. A range of teaching and learning activities will ensure that pupils learn effectively and with interest.*
- 5. Pupil progress and attainment in RE will be tracked and recorded regularly and the school will keep up to date work samples as evidence to support assessment data*
- 6. Progress in RE will form part of pupils' annual report to parents*
- 7. RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate*
- 8. A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned performances/ services held in local churches and visits to places of worship.*
- 9. In this school the faiths taught in RE at KS1 are Christianity, Judaism and Islam and elements of other faiths when applicable and appropriate and at KS2 Christianity, Islam, Hinduism and Judaism and elements of other faiths when applicable and appropriate also.*
- 10. RE will be given at least 5% of curriculum time i.e. 1 hour per week in the foundation stage and key stage 1 and 75 minutes per week in key stage 2.*

Approaches to teaching and learning in RE

RE is an exciting curriculum subject so we seek to employ a variety of teaching methods.

These include:

- Visits to local places of worship
- Receiving visitors from faith communities
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using stories, pictures, photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT in helping children's awareness of religions and beliefs

Through RE we can also:

Improve pupils' skills in literacy, numeracy and other areas of the curriculum.

Develop pupils' thinking skills.

Develop pupil's vocabulary.

Promote pupils' awareness of gender, cultural, spiritual and moral issues.

Develop pupils as active citizens who understand and promote British values .

Inclusion/ Equal Opportunities of all pupils

In line with our Equality and Inclusion policies we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Subject Leadership

1. *The RE subject leader will support and monitor the subject and will receive an adequate budget to do this.*
2. *The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.*
3. *The RE subject leader will support teachers and HLTAs via co-planning, observing and giving feedback.*
4. *The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.*
5. *The RE subject leader will regularly monitor the quality of RE planning and teaching across the school.*
6. *The RE subject leader will liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on progress and attainment in RE.*
7. *The RE subject leader and head teacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.*
8. *The RE subject leader will regularly review resource provision.*
9. *The RE subject leader will communicate regularly with the head teacher and RE governor about the progression of RE teaching at the school.*
10. *The RE subject leader will regularly monitor pupils' views about RE (and collective worship) through pupil voice initiatives and questionnaires.*
11. *The RE subject leader will put together a team of children each year to seek their views on ways to improve and engage pupils more in RE, values units and collective worship , to participate in collective worship and to create and maintain a 'reflective garden' and 'reflective areas within the school building' for the pupils and staff to visit.*

Withdrawal

Parents have the right to withdraw pupils from RE and collective worship. If they wish to do so they should inform the Headteacher and the school will make other arrangements for these pupils during RE lessons and collective worship.

Assessment

Assessment in RE, as in other subjects, seeks to raise the standards of achievement in the subject through

- *Providing teachers with information relating to individual strengths and areas for development in RE*
- *Informing the planning of future work*
- *Involving pupils in assessing their own learning (through the use of I can statements)*

Parents receive written comments on progress in RE in the annual report to parents. These comments reflect pupils' attitudes to and understanding of units of learning and not pupils' own religious beliefs or spiritual development.

Continuing Professional Development in RE

Any staff development needs relating to the teaching of RE will, where applicable, be identified as part of the school development plan. The RE subject leader holds responsibility for arranging training, disseminating information from external courses, assisting staff in how to plan and deliver units of work and leading staff meetings and staff development INSET when it is devoted to the subject.

Review

This is a working document and it should be reviewed regularly – at least biannually. Responsibility for monitoring and review lies with the RE subject leader.

Last reviewed July 2019