

## St. George's C of E Primary and Nursery C of E School

### Religious Education Policy

**Member(s) of staff responsible:** Louise Ellis

#### **School Aims and Implementation**

St George's C of E Primary and Nursery School aims to provide children the opportunity to achieve their best academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment.
- Providing a high quality curriculum entitlement and a high quality learning environment.
- Promoting core Christian values to enable the children to value themselves and each other; the Core Values are:
  1. We take **responsibility** for our actions and always make sure we do the right thing.
  2. We show **honesty** and always make sure we are truthful and fair.
  3. We show **aspiration** and always have a positive attitude about what we can all achieve.
  4. We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights.
  5. We show **compassion** towards others and always make sure we try to understand and support others.
- Promoting an effective partnership with parents and the wider community.

**The RSE policy will be linked to the following policies and should be read in conjunction with:**

- Confidentiality Policy
- PSHE Policy
- Safeguarding Children Policy (including e-safety)
- Drug Education Policy
- Inclusion Policy
- Visitor Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- SEN Policy
- Staff Performance Management Policy

#### **RE Policy Introduction**

- St George's C of E Primary and Nursery School is a Voluntary Controlled Church of England Primary School. The clergy of St. George's take an active role in the life of the school and involves the school in the life of the church.
- Our school is situated near the town centre of Barrow in a built up housing/industrial area and we only have a small number of children in the school from religious traditions other than Christianity. Our children's everyday experience of the multi-faith nature of British society is therefore restricted.
- We believe that Religious Education (RE) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity.
- RE is taught in accordance with the aims of the Cumbria Agreed Syllabus (reviewed in 2011), which states:

*Religious Education aims to give pupils opportunities to develop their knowledge and understanding of religion and beliefs and to contribute to the development of their own beliefs and values. Children and young people have an entitlement to receive Religious Education. Everyone has their unique view of the world and Religious*

*Education is about exploring these views. Religious Education can be taught using exciting and rigorous methodologies by teachers with a variety of backgrounds and viewpoints in a way that is relevant to all pupils.*

- Religious Education must be taught to all registered pupils in maintained schools. The legal requirements for teaching Religious Education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while taking into account teaching and practices of other principal religions.

## **Aims**

### **General**

The broad aim of religious education at St George's C of E Primary and Nursery School is to promote the spiritual, moral, cultural and intellectual development of children. We enable children to develop knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. This is achieved by encouraging children to explore and respond to these aspects of religion and draw upon their own experiences. We help the children learn **about** religions as well as **from** religions.

### **Children**

At St George's C of E Primary and Nursery School, we aim to:

- Encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- Help children to develop moral and spiritual values, respect and tolerance, which enables them to appreciate and understand religions, cultures and ways of life different from their own.
- Have respect for other people's views and celebrate the diversity in society.
- Appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- Foster understanding about the importance of tolerance in everyday life.
- Foster positive attitudes towards celebration of differences.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery.
- Communicate their knowledge and understanding using specialist vocabulary.
- Use children's experiences of religious festivals such as Easter, Diwali, Chinese New Year etc to develop their religious thinking.

### **School Staff**

At St George's C of E Primary and Nursery School, we aim to:

- Promote a confident, positive attitude towards the learning of RE by making it an enjoyable experience.
- Promote RE as an active subject; this would be modelled by the teacher in the teaching activities provided.
- Promote a desire to understand the 'world' of other people and an active interest in how they express this 'world'.
- Be perceptive, and recognise this in pupils.
- Extend children's sense of values and promote their spiritual growth and development.
- Acknowledge that beliefs and ideas are constantly changing.
- Promote interaction, allowing pupils to relate themselves to others, reflect and respond.
- Ensure that RE teaching throughout the school shows progression and follows our revised 2014 Curriculum Plan (after consultation with Wendy Ridley and in accordance with the Cumbria Agreed Syllabus 2011).
- Develop links with the wider community through visits to places of worship.

### **Parents and Carers**

At St George's C of E Primary and Nursery School, we aim to:

- Be understanding and supportive of our aims in learning and teaching of RE.
- Attend and contribute to Teacher Consultation Meetings at least twice a year.
- Support and encourage their children during Place of Worship trips.
- Praise their children for their understanding of other beliefs and cultures.
- Communicate and work with the school whenever further support is needed to develop their children's RE skills and understanding.

- Ensure that parents and carers are informed in the school prospectus that they have the right to withdraw their pupils from religious education, according to the Education Act. Parent/carers who choose to withdraw their children from Religious Education lessons are required to state this in writing annually to the Head teacher.

### **Governors**

At St George's C of E Primary and Nursery School, our governors

- Are kept informed of
  - The school's RE Curriculum and monitoring progress.
  - Events linked to our Christian celebrations
  - The place of Worship visits.
  - The allocation, use and adequacy of resources.
- Visit School and talk to pupils about their experiences of the curriculum area.
- Promote and support the positive involvement of parents in the curriculum area.
- Attend training and other events relating to the particular curriculum area.
- Be understanding and supportive of our aims in learning and teaching RE and review the RE Policy annually.

### **Implementation of the RE Policy**

#### **1. The LA Cumbria Agreed Syllabus**

- Our RE curriculum is in accordance with the Cumbria LA Agreed Syllabus. We ensure that topics build on prior learning. There is a planned progression built into the scheme of work. An RE topic is taught every half term, and delivered as lines of enquiry. Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:
  - Learning about Religions - Attainment Target 1 (AT1)
 

Learning about Religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed.
  - Learning from Religions - Attainment Target 2 (AT2)
 

Learning from religion is concerned with developing pupils' ability to reflect on and make responses about a religion being taught from their own experiences. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and values, and communicating their responses.

#### **2. Teaching and learning style (see Teaching and Learning Policy)**

- We recognise that our children have differing abilities, so we provide suitable learning and opportunities for all children by matching the task to the ability of the child, for example by:
  - Setting tasks which are open-ended and can have a variety of responses.
  - Grouping children by ability and setting different tasks for each ability group.
  - Providing resources of different complexity, adapted to suit children.
  - Using classroom assistants to support the work of individuals or group of children.
  - Differentiating by outcome.

#### **3. FS organisation**

- Religious Education in the Foundation stage is an integral part of the topic work covered during the year. Planning at Reception is based on the 'Development Matters' and 'Early Years Foundation Stage' documents. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the Curriculum.

#### **4. KS1/KS2 Organisation**

- Children in KS1 are taught RE in mixed ability class groups. Learning in RE will often be blocked as an area of study which, where possible, links into topics, as this supports the school in making the subject content more meaningful for the children. Aspects of RE are also taught through Literacy, PSHE, Collective Worship, assemblies and festival celebrations e.g. Easter pilgrimages, circle time activities and birthdays.
- Lessons are often delivered using Philosophy for Children, therefore using an enquiry based learning. This offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that

their ideas have value, and that the ideas of other children have value too. Through Philosophy for Children they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion. Children

## 5. Planning Formats

Years N to 6 follow St George's C of E Primary and Nursery School RE curriculum. The syllabus framework describes long term planning which supports development of medium term plans. This supports staff in planning, delivering and assessing the learning and teaching of RE.

- Teaching staff uses these medium term plans to develop their own short term planning.

## 6. Place of Worship Visits/Visitors

- Place of Worship Trips are organised during the year to support and complement the work in school and to promote links with the local community. We aim to invite more representatives of local religious groups to come into school and talk to the children in a sensitive manner. We welcome invitations from fellow churches and other denominations.

## 7. Cross Curricular

- Opportunities are used to draw RE experiences out of a range of activities in other subjects to enable children to apply and use RE in real life and academic contexts.
  - a) **English:** RE contributes significantly to the teaching of English by promoting the skills of reading, writing, speaking and listening.
  - b) **Information and Communication Technology (ICT):** We use ICT where appropriate to find, select and analyse information, through using a range of ICT resources and the internet, ICT can also be used to evaluate and improve presentation of their work.
  - c) **Personal, Social and Health Education and Citizenship (PSCHE):** Through RE we teach children about the values and moral beliefs that underpin individual choices of behaviour. RE promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. We encourage children to value their own beliefs and feelings while developing an understanding and respect for people who present different viewpoints.

## 9. Resources

- Resources are bought with the annually allocated RE budget and stored in the school library.
- RE resources are used by children and staff in a number of ways including
  - Demonstrating what a place of Worship would look like, artefacts which shows articles of faith.
  - Use of pictures, DVD's art work, music to enable children to relate, reflect and respond.
- Resources within individual classes should be accessible to all pupils who should be encouraged to be responsible for their use.

## 10. Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible.
- Parents/carers have the opportunity to meet with the child's class/set teachers at least twice a year at Teacher Consultation Meetings and receive a summative report during the summer term.

## 12. Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
  - a) Strategic direction and development.
  - b) Learning and developing their skills.
  - c) Leading and supporting staff.
  - d) Efficient and effective use of resources.

- The Subject Leader has regular discussions with the Head Teacher and other senior leaders about learning and teaching in RE and discusses their work as Subject Leader during appraisals, allowing time evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

#### **Monitoring and Review**

- The Head teacher, Senior Leadership Team and RE Subject Leader will monitor the effectiveness of this policy. The Head teacher and RE Subject Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, make recommendations for further improvements.