

Adopted date:	15-7-19
Signature of Headteacher:	<i>KEMclann</i>
Signature of Governing body:	<i>Nicholas Campbell</i>
Next review date	July 2021

Stickland's CE VA Primary School

Policy : RELIGIOUS EDUCATION

"All children should have the right to think and believe what they want and to practise their religion". UNCRC Article 14

School Mission Statement

As a Church of England Voluntary Aided School, Stickland's aims to provide a Christian education, according to the tradition and principles of the Church of England, whilst at the same time taking into account the teachings and practices of the other principal religions represented in Great Britain.

1. The Legal Position of RE

The 1988 Education Act identifies the unique status of Religious Education in the school curriculum that it is neither a core subject nor a foundation subject but states that 'Religious Education has equal standing in relation to core subjects of the national Curriculum in that it is compulsory for all registered pupils' and that 5% of curriculum time be allocated to it. The teaching of RE at Stickland's School follows the locally Agreed Syllabus 'The Dorset Agreed Syllabus for RE 2011' with modules from "Understanding Christianity" and 'Discovery RE' incorporated into the rolling programme.

2. Rationale/Aims for teaching RE

This states as its vision: "The principal aim of Religious Education in Dorset is to engage pupils in **enquiring** into big questions arising from the study of religion, belief, philosophy and ethics. In so doing RE will support pupils' own personal, moral, philosophical, ethical and **spiritual development** and promote **respect** for others." This vision fits with our school aims and values as a Christian school community, Rights Respecting Schools values and our more creative, enquiry based curriculum.

We use both Discovery RE and Understanding Christianity, starting with an overarching question, to

- Develop knowledge and understanding of other faiths, including practices, artefacts and places of worship.
- Understand how faith influences how people live their lives, their values and culture.
- Understand the many ways in which religion is expressed.
- Explore how actions and choices are influenced by faith.

To this end each of the modules starts from pupils' own experience and progresses through schemes of work, building their individual knowledge.

At Stickland's School we aim that Religious Education will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions and religious traditions that examine these questions and encourages personal reflection and spiritual development.
- **encourage pupils to explore their own** beliefs (whether they are religious or non-religious), examine issues of religious belief and faith and to express their responses
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs and help to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- The specific **skills for learning** to be developed in RE are given on page 15 of the syllabus.
- We aim for RE to help children develop spiritually, morally, socially and culturally, reflecting on personal experiences and feelings, responses and relationships.

3. The contribution of RE to other curriculum aims, in particular community cohesion

RE offers opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive ethos that emphasises democratic values and human rights. RE plays an important part in the school's Rights Respecting status.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims.

Personal development and well-being

RE helps children become successful learners, confident individuals and responsible citizens. It encourages the knowledge, skills and understanding needed to make good decisions and positive and healthy choices. It underpins our Restorative Justice approach to peaceful problem solving, reinforces the belief that we may make mistakes but we have the capacity to rectify these.

Community cohesion

RE enables a developing understanding of community cohesion, shared values and the reasons for challenging racism and discrimination and should promote community cohesion at four levels:

The school community - RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located - RE provides opportunities to investigate patterns of diversity of religion and belief and, when appropriate, make links with different groups in the local area.

The UK Community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

4. Approaches to teaching RE

RE is an exciting subject and planning is written to include a range of strategies. The approach is creative, lively and experiential where possible. As a member of the Diocese of Salisbury, we use 'Understanding Christianity' to support the Christian element of the curriculum, enabling pupils to know about, understand and respond to the important and 'big' questions of life. This approach offers:

- a theological and conceptual basis, taking seriously Christian accounts of the 'big story' of salvation and the relationship of the reader/pupil to these texts
- a clear outline of core knowledge 'building blocks' in relation to Christianity, to enable teachers to see what pupils should know, understand and be able to do
- support for teachers who have little or no theological training, through straightforward essential background information for the teacher about Christian concepts, theology and practice;
- a teaching and learning approach to enable pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world
- flexible opportunities for assessment: these use both knowledge building blocks (suitable for 'mastery' models of assessment) and end of phase/key stage outcomes (which incorporate knowledge and the skills with which to handle, integrate and apply this knowledge). These allow pupils to make progress from surface learning to deeper learning at all ages.

Understanding Christianity's approach to teaching about Christianity also builds up pupils' encounters with biblical concepts through texts, placing them within the wider Bible story.

5. How RE is organised

In accordance with the locally agreed syllabus, we have agreed that;

At KS 1 pupils study Christianity Judaism and Islam

At LKS 2 pupils study Christianity, Hinduism and Judaism

At Upper KS2 –pupils will study Christianity, Buddhism and Islam

For the most part, RE will be delivered as a discrete subject but, where appropriate, themes will be delivered as part of topic work set out in the two year rolling programme. The structured planning process modelled in the syllabus will be followed to create appropriate schemes of work. These can be based on previously used/adapted schemes or can be written specifically to suit cross-curriculum theme identified in the rolling programmes. Schemes of work will be planned alongside Programmes of Study to ensure coverage.

6. Assessment and recording of RE

Each teacher will be responsible for the regular assessment of his or her pupils through the marking of set work. Pupils may also complete termly assessment tasks relating to the topics taught. The class teacher, on a separate pro forma, will record the progress made by each pupil. This information will be used by the co-ordinator to track pupil progress and used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

7. Arrangements for monitoring standards of teaching and learning in RE

The co-ordinator will monitor RE within the school through analysis of this assessment data in conjunction with regular lesson observations and work scrutiny. Observations and analyses made will contribute to the Church school self evaluation process.

8. Responsibilities for RE within the school, (Head, Teachers and Governors)

As well as fulfilling their legal obligations, the governing body and Headteacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum.
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion.
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

Some of these responsibilities may be used as a focus of RE Subject Leader/Governor updates.

9. The right of withdrawal from RE

At Stickland's School we wish to be an inclusive community. Therefore the school will strive to accommodate children of other faiths and recognise the value of their belief. We recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at school.

