



## **NORTH FERRIBY C E PRIMARY SCHOOL**

# **RE POLICY**

**Date of New Policy:** Autumn 2018

**Review Date:** Autumn 2021

**Policy Type:** School

**Co-ordinator:** Russ Orr

**Link Governor:** Rev Matthew Brailsford

**Committee:** Curriculum

**Mission Statement:**

A Christian School with children at its heart.

**Christian Values Statement:**

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

**Ethos Statement for North Ferriby CE VC Primary:**

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

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## **1. Introduction:**

North Ferriby CE VC School follows the East Riding of Yorkshire Agreed Syllabus.

- RE is a basic subject of the curriculum and is therefore an entitlement for every child.
- Being a Church of England School the faith most evident is Christianity. The school will endeavour to increase pupils' knowledge of Christianity as a living faith whilst also aiming to increase knowledge, understanding and respect for a variety of beliefs.

## **2. Aims:**

The general aims for RE are in accordance with the 1996 Education act and are evident in the two attainment targets of the East Riding of Yorkshire Agreed Syllabus.

**AT1: KNOWLEDGE AND UNDERSTANDING**

**AT2: REFLECTION AND RESPONSE**

## **3. Planning:**

A long-term plan is in place, based upon the East Riding of Yorkshire Agreed Syllabus, allowing for continuity and progression and building on prior learning. Pupils receive an average of 60 minutes each week of RE, representing at least 5% of curriculum time; when appropriate some of this may be blocked to provide a concentrated focus.

## **4. Links with other Curriculum areas:**

RE can make important contributions to other parts of the school curriculum such as PSHCE, humanities and education for sustainable development. RE offers opportunities for personal reflection and plays a significant, though not exclusive, role in contributing to SMSC development (see separate policy).

## **5. Assessment:**

The school policy for assessment, reporting and recording will be implemented in accordance with the suggested assessment tools in the agreed syllabus for RE.

## **6. The Role of the Coordinator**

To liaise with colleagues in order to ensure that the RE curriculum throughout the school is in line with the requirements of the syllabus.

- To offer advice, support and current information to colleagues.
- To order and maintain RE resources.
- To facilitate the curriculum planning process in cooperation with other subject coordinators.
- To attend relevant training and cascade information to colleagues.

## **7. Health and Safety:**

When planning visits to places of worship all teachers are required to gain permission from the head teacher before confirming a booking. The teachers must also complete a specific risk assessment for every visit, even if it is a place they have visited previously. Please see the School Educational Visits Policy, for more details on planning a visit

## **8. Equal Opportunities:**

All children, regardless of gender, race or background, have an equal entitlement and access to the RE curriculum at an appropriate level for their ability. Care will be taken to ensure that teaching does not unintentionally stereotype faiths, cultures or societies. The school will ensure that the requirements of the DDA are met.

## **9. SEND:**

All children have equal entitlement and equal access to a range of materials to support their learning in RE. Any disability, learning or physical, will be fully catered for to ensure full access to the RE curriculum.

## **10. Christian Values:**

Our core Christian values are Friendship, Forgiveness, Trust, Service and Creation. The study of Christianity obviously will cover many examples of all five values. Stories from Judaism and Islam will also have links to our five core values. Studying aspects of beliefs and religious practices will also contribute to understanding our core Christian values.

## **11. Skills for Life:**

### **Thinking Skills:**

RE is taught using the principles of 'Philosophy for Children' which uses questions for which there are no 'right' answers and no 'wrong answers'. The children are encouraged to come up with their own answers and to back up their thoughts with reasoning and clear explanations. This develops their independent thinking and their general thinking skills.

### **Creativity:**

There is plenty of scope for children to consider how the world was created, to reflect on the world and the things that are in it and therefore develop their understanding of creation and creativity.

### **Healthy and Safe:**

There are a range of opportunities throughout the curriculum to be reflective and develop their own spirituality and therefore improve and be in control of their inner and outer health. They also have the opportunity to consider ways that people are protected and kept safe because of their beliefs.

### **Enterprise:**

Through their link with service pupils explore ways to use enterprise in order to raise money for local, national and international charities.

## **Withdrawal from Religious Education**

Parents and carers have the right to withdraw their child from religious education and collective worship. An alternative activity provided by the parents will be supervised. If any parents/carers wish to exercise their right, they are asked to discuss the matter with the RE and Collective Worship Coordinator and the Headteacher before taking further action. However, it is hoped that all parents will feel comfortable with the RE taught at our school and address any concerns to the Governing Body.