

Mereside C of E Primary School



RE Policy

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Policy on Religious Education

1 Rationale

- 1.1 At Mereside CE Primary School Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The subject is central to the school's understanding of education and mission, and the commitment that 'the Church at national, diocesan and local level is called to work towards every child and young person having a life enhancing encounter with the Christian faith and the person of Jesus Christ' (Going for Growth Report). As a school we recognise that spiritual development lies at the heart of the curriculum. All members of the school community should experience Christianity through the life of the school, as well as through the taught curriculum.
- 1.2 RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the National Society and adopted by the Lichfield Diocesan Board of Education (2012). Christianity will, therefore, be the majority study in RE as understanding Christianity as a living religion is the foundation of Religious Education in church schools. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place.
- 1.3 Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice
- 1.4 RE teaching also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement of all pupils. The school bases its RE provision on the Shropshire Agreed Syllabus. In addition, the school uses the Lichfield Diocesan RE Resource Handbook, materials from the National Society, and other appropriate units to enhance teaching and offer the extra dimension of its Church foundation.
- 1.5 At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

2 Aims and Objectives

The aims of religious education in our school are:

- 2.1
 - To offer a full and positive presentation of living Christianity and an opportunity for encountering the Christian life in Anglican and other contexts.
 - to enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- 2.2
 - To enable pupils to learn about other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- 2.3
 - To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- 2.4
 - To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs

The outcomes for pupils at the end of their time in our school are that they are able to:

- 2.5
 - Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- 2.6
 - Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- 2.7
 - Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- 2.8
 - Ask questions sensitively about the lives of believers and suggest appropriate answers
- 2.9
 - Reflect on the decisions people make – including believers – and suggest possible outcomes
- 2.10
 - Compare their own experience and identity with others – including believers
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- 2.11
 - Reflect and empathise with the big questions of life, suggesting some answers / insights
- 2.12
 - Be confident to explore their own spirituality and search for truth
- 2.13
 - Value the religious journey of faith
- 2.14
 - Develop pupils' ability to interpret and appreciate religious imagery and expression

- 2.15 In addition, the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural development and the development of British values.

- Spiritual - widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
- Moral - helping each pupil develop their own informed values.
- Social - helping pupils understand some major forces shaping the values in our society.
- Cultural - aiding pupils in exploring aspects of their own cultural heritage, and in developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with Citizenship and PSHE. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

3 Right to Withdraw

- 3.1 We aim to be an inclusive community at Mereside CE Primary but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the Headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the

school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and does not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

4 Leadership and Management of RE

- 4.1 RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects.
- 4.2 As a church school we recognise that it should be a priority to build up staff expertise in RE.
- 4.3 The RE Subject Leader is responsible for:
 - Producing a scheme of work for the school
 - Supporting colleagues in the detailed planning and delivery of RE provision
 - Ensuring Religious Education has status within the school
 - Keeping in touch with subject developments and disseminating information as appropriate
 - Auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
 - Undertaking personal development and subject training and ensuring provision for staff

INSET

This role is shared by the Headteacher as part of her responsibility for promoting the Christian distinctiveness of the school and lead teacher for RE.

5 How RE is taught in our school

- 5.1 Children are generally taught RE by their class teacher. Sometimes the HLTA (Higher level teaching assistant) or teacher who provides cover for the teachers planning, preparation and assessment time (PPA) may teach RE.
- 5.2 Learning is generally differentiated by outcome or level of support provided in resourcing
- 5.3 Activities for learning are varied and may include role play, discussion, art, or a written response.
- 5.4 Pupils visit places of worship as part of their learning in RE
- 5.5 Resources including religious texts , paintings, videos and artefacts are used in teaching RE
- 5.6 Teachers provide an annual report of each child's progress in RE (in EYFS this forms part of learning about People and Communities and the world)
- 5.7 RE is monitored by the Headteacher, Foundation Governor and RE subject lead using pupil voice, work scrutiny and observation
- 5.8 The school's updated scheme of work includes ideas for assessment and suggested levels of outcome. This will be monitored and developed over the year.

Policy reviewed and updated by Mrs E Holmes and Mrs F Brown January 2016