

Christ Church CE Academy



Religious Education Policy

This Church of England Aided Academy aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths.

It promotes Christian values and spiritual development through the experience it offers to all its pupils.

These values are implicit in this policy.

Status

January 2018	Draft for staff
	Accepted by staff
January 2018	Draft for Governors
29/1/18	Accepted by governors
January 2020	Date for Review

Responsibility: Helma Phillips

Purpose of Religious Education

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2014.

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

RE curriculum

In school, the curriculum is based on the Local Agreed Syllabus for Calderdale and Kirklees, produced by SACRE for teaching from September 2014

The syllabus has three aims for pupils:

- A. To know about and understand a range of religions and other world views;
- B. To express ideas and insights about questions of beliefs and meaning;
- C. To investigate and respond to important questions for individuals and the wider community.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. At Key Stage 2, teaching and learning is extended to include Christianity, Islam, Judaism and Sikhism, alongside

understanding of non-religious approaches to life. Other faiths will be studied alongside the core religions.

To support delivery of the syllabus, we plan our lessons around the units of work provided to support it.

Achievement and Progress

We assess progress of pupils against the end of key stage statements in the syllabus. Official guidance that there are five core principles for assessment is followed.

Assessment will:

1. Set out steps so that pupils reach or exceed the end of key stage expectations;
2. Enable teacher to measure whether pupils are on track to meet the end of key stage expectations;
3. Enable teachers to pinpoint the aspects of the curriculum in which pupils are falling behind, and recognise exceptional performance;
4. Support teachers' planning for all pupils.

RE Lessons

RE is timetabled so that pupils are provided with at least one hour of RE each week. Lessons are taught by the class teacher. The school has an RE coordinator who supports and monitors the subject.

We encourage and promote teaching and learning through various mediums; including visits, investigation/research and the Arts.

The place of RE in our school

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Passover etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in our literacy sessions have religious themes or content, which encourages discussion, and this is a good way of promoting the skills of speaking and

listening. We also encourage the children to write letters and record information, in order to develop their writing ability.

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through religious education in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

We value the support given to RE through links with the local and wider community, for example, involvement in the Youth Leaders Award Scheme.

Withdrawal from RE

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher.