

# Linby-cum-Papplewick C.E. (Aided) Primary School

## Religious Education Policy



### **Entitlement**

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act 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'. Parents may exercise their right to withdraw their child from this subject on the grounds of conscience.

Religious Education is central to the churches understanding of education and mission.

RE should provide a programme that gives consideration to the faith communities in this country, what they practise and why they practise it. It should also provide an opportunity for the children to reflect on their own experience as this develops in the light of what they know about the faith in which they are growing up.

### **Aims**

1. To dovetail with the school's Mission statement and aims.
2. To nurture the spiritual and moral development of each child.
3. To teach about the Christian faith in accord with the Trust Deeds of the school, and to give knowledge of other faiths.
4. To develop in the children an awareness that other people may have different views and beliefs and to respect their right to them.

### **Organisation**

The core for our teaching of RE at this Church of England (Aided) Primary school will be based on Christianity, using, wherever possible, our local church community as a starting point.

Our whole curriculum is underpinned by Christian values, key scriptures and big questions, which provide the starting point to our topic work and are referred to throughout the term.

We have chosen three other major world faiths- Judaism, Hinduism and Islam- to study in more depth alongside Christianity. Judaism and Christianity in Key Stage One and Christianity, Hinduism and Islam in Key Stage 2. This is to ensure that the children grow up understanding that the religious beliefs of others are to be treated sensitively and with respect and empower our pupils to make personal faith decisions from a place of understanding and knowledge & not ignorance. Other faiths to those named may be explored if the opportunity presents itself e.g. through work on Festivals.

To ensure continuity and progression we have allocated themes to be taught and these will be included in our Whole School Plan. The scheme of work shows in more detail the content that will be covered within each class under each theme.

Themes have been carefully selected to provide a range and balance of learning experiences, and to ensure cross-curricular links.

RE will generally be delivered in every class as a whole class activity to the equivalent of a one hour slot per week, although this may be done flexibly (see below). This may also be complemented by work on festivals, links through the topic, drama activities and productions.

There will be times when RE is taught as a discrete subject and times when it may become the basis of topic or literacy work. Each class will approach RE in the way they see most fits with the topic theme.

At present each class teaches using 'Understanding Christianity' as its' main scheme of work, supplemented with topics from the Nottinghamshire Agreed Syllabus (2015). Each unit or work contains set learning objectives and are assessed at key points throughout the year, as recommended by the Diocese.

By the time a child leaves school our aim is that they will have been taught:

- ✚ An understanding of Christianity as a living world faith, by exploring core theological concepts.
- ✚ To develop their knowledge and skills in making sense of biblical text and understanding their impact in the lives of Christians.
- ✚ An understanding of the Christian year.
- ✚ An appreciation of the Gospel - even if they do not agree with the message proclaimed they should respect others right to that belief.
- ✚ An understanding and knowledge of Christian morality.
- ✚ An ability to connect, reflect, evaluate and apply their learning to their own understanding of religion and belief, of themselves, the world and human experience.
- ✚ Knowledge of other faiths.

The children will also have had visits to the local church to look round and become familiar with them. Services will also be held especially to mark special events e.g. Christmas, Easter, Welcome service and Leavers' service.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities

## **Equal Opportunities**

The teaching approach will reflect the fact that we live in a multi-cultural society. As teachers we need to endeavour to find materials and resources that reflect this society and the different faiths represented. The particular differences in the roles taken by men and women will be positively addressed. Equality of access of RE will be ensured by careful differentiation of tasks and content.

## **Respect for All & Global Learning**

RE makes an important contribution to a school's responsibility to promote respect for all & global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

## **Special Provision**

Special provision will be made in accordance with our school's Special Needs Policy.

## **Cross Curricular links**

The school's Mission Statement should permeate through all subject areas particularly in RE as we are a church school. RE should not be restricted to the weekly one hour slot.

## **Spiritual, moral, social and cultural development**

SMSC 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. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

## **The school's Christian values**

RE should contribute to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

**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 forge links with different groups in the local area in particular local churches.

**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.

## **British Values**

Many of the values that make Britain distinctive are historically based on Judaeo-Christian Foundations. Other religions also exhibit many of the positive qualities that mirror and are compatible with values in modern Britain. The RE syllabus includes opportunities to reinforce core values. By studying people's varied beliefs in a constructive way we can reinforce the

British Values of: individual liberty, respect for those with different faiths and beliefs, and respect for authority.

### **Building a partnership with parents**

At Linby School we value the contributions of parents in all areas of school life. Staff are always happy to explain the different approaches to RE teaching as children progress through the school.

Opportunities for parental involvement will be a feature of the work if possible, particularly in activities involving visits and contributing to celebrations.

The parent body hold regular parent prayer meetings, providing opportunities for the parents to pray for the life of the school.

### **Assessment and Recording**

Ongoing informal teacher assessment is used to check levels of work given and understanding of the work. This will also inform future teacher planning.

Where appropriate concept mapping will be used at the beginning of a new topic and then assessment at the end of key units will inform effectiveness of the unit and what is required to aid future learning. Assessment is carried out using the Understanding Christianity 'Building Blocks' pupil-can statements, alongside the 'key words' from the Nottinghamshire Agreed Syllabus and moderation of this work is carried out across the key stages to ensure consistency of the assessment process.

Work is completed in the pink book which will track each child through the school, and special pieces of work are filed into the whole class folder, which is available to see in each class.

### **Arrangements for monitoring standards of teaching and learning in RE**

The co-ordinator will monitor RE within the school through analysis of assessment data and through a monitoring schedule, which will include book/work scrutiny, pupil interviews, learning walks and observations.

### **Responsibilities for RE within the school, (Head teachers and Governors)**

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

- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the 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 newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- 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
- 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.

Reviewed Autumn 2019