

RELIGIOUS EDUCATION POLICY
(Version 7.0)

Name of School: Weston Favell CEVA Primary school

Committee/Person(s) Responsible: TLPO Committee
Deputy Head teacher, Governors

Distribution: Governors/staff

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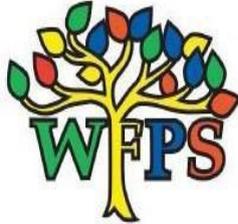
Policy written by Governors' C & L Committee and adopted at Full Governing Body meeting December 2000.

Document Reviews

Version	C & L	Adopted Full Govs	Comments	Initial
1.0	Dec 2000	Dec 2000		SH
2.0	Oct 2004	Nov 2004		SH
3.0	Feb 2007	Mar 2007		SH
4.0	May 2010	24.06.10		SH
5.0	Jan 2014		Reviewed and modified by CR	
6.0	Nov 2016	Dec 2015	Adapted in line with Prevent Duty.	CR
	TLPO			
7.0	Jun 2019	July 2019	Full review by CR and SA	SA

Religious Education Policy

Weston Favell CE Primary School



Living, Learning and Growing Together in God's Love

Jesus said, "I came to give life – life in all its fullness."

We are a school rooted in God and our community through our founders.

We continue their vision to welcome, nurture and enable all to flourish and develop as unique individuals who share their gifts with each other and the wider world.

RE Policy 7.0

This document is a statement of the aims, principles and strategies for the teaching and learning of RE in our school. It includes information that is relevant to the RE Curriculum and our approach to the teaching and learning of the subject.

RE Policy

Weston Favell CE Primary School:

'provides a caring, secure, stimulating and Christian environment in which all individuals feel respected, valued and are enabled to attain their optimum potential. The school aims to provide pupils with an all-round education that prepares them to become lifelong learners, ready to cope with the demands of a changing society whilst encompassing our rich diversity of cultures and faiths. We greatly value the partnership between school, home, church and the wider community in fulfilling these aims.'

If we are to promote these values, they need to be at the heart of the RE policy and embedded throughout RE and the whole life of our school.

The Church of England states:

Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.

In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.

Educating for wisdom, knowledge and skills: *enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.*

Educating for hope and aspiration: *enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.*

Educating for community and living well together: *a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.*

Educating for dignity and respect: *the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth*

The importance of RE

'RE should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.' **Ofsted Raising the Potential 2013**

'RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society.' **Ofsted Raising the Potential 2013**

Legal requirements

The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be nondenominational and must not be designed to convert pupils to a particular religion. **The Education Act 1996**

Aims

In teaching, we wish all children to be:

- Successful learners who enjoy learning, make progress and achieve their potential
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society. We aim to help each child achieve this through the RE curriculum by:
 - Developing both a sense of self-worth in learning about and learning from Christianity and other world religions, and a mutual respect and understanding of one another.
 - Promoting a broad and balanced curriculum, based on knowledge and understanding of Christianity, as well as an introduction to other religions.
 - Developing spiritual, moral, social and cultural understanding.

Principles of Teaching and Learning of RE

‘The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.’ (Diocese Syllabus for Religious Education in the Diocese of Peterborough.)

For pupils, RE can be seen as a journey during which they should have the opportunity to explore questions of human existence and behaviour and questions of meaning and value.

In addition to this, RE is important because, together with our acts of worship (see Collective Worship Policy), it makes a significant contribution to the development of our whole school community and our wider community at Weston Favell.

RE, according to the 1988 Education Reform Act, is not part of the National Curriculum, but has equal standing with the other core subjects.

However, it differs from the other subjects in 3 ways:

1. The Agreed Syllabus which is determined by Northamptonshire Education Authority is followed.
2. It is not subject to national assessment and testing.
3. The withdrawal rights of pupils and teachers are safeguarded.

In Church schools, RE has the status of a core subject.

How RE is taught at WFPS

At Weston Favel school, we are adopting the recently published Diocese of Peterborough syllabus (2019) and it will underpin all future planning. We currently use the Understanding Christianity framework as a valuable resource to complement the new syllabus. This is firmly embedded into our RE curriculum now and gives us our strong Christian focus. Christianity is taught for a minimum of 50% of the curriculum time with other faiths and values taught for the remainder of the curriculum time. We also have many Christian experiences that happen in school, in addition to those occurring designated RE curriculum time. The Northampton Agreed syllabus is available to use alongside these resources, to provide ideas in the teaching of differing faiths and values.

We have RE teachers who are responsible for the delivery of the RE curriculum across the Key Stages. They have excellent subject knowledge in which they are able to deliver an exciting and challenging curriculum. They draw on expertise from a wide range of Christian and multi-faith organisations to enhance the children’s learning and religious enquiry. We strive to encourage a passion for learning about, and from, religions and beliefs within an interesting, well-organised and attractive environment. RE displays play an important part of teaching about RE and skills reflected in all the key stages.

Teachers have the ability to challenge and inspire their pupils in their RE lessons so that they are willing to question and discuss beliefs and values. As learners of RE, children need to see the importance of what is being learned. They are encouraged to make cross curricular links using their subject knowledge and skills, linking this to RE and spiritual activities going on in the whole school. Their learning is enhanced by listening to the ideas and views of others and applying any new RE knowledge and practice, particularly to issues relating to real life. In order to become independent learners, children need to develop self-esteem and self-confidence in all aspects of RE, so that pupils feel comfortable questioning what they are learning about too.

Strategies for teaching RE

Our curricular activities are structured so that we can provide time for:

- Promoting each child's spiritual awareness and development.
- Encouraging children to develop individual knowledge, skills and ideas, where every contribution is valued within a secure, caring environment.
- Providing children with a thorough knowledge and understanding of subject matter, to enable them to gain self confidence and self esteem as active members in both the classroom, and in our school community.
- Developing regard for the needs, feelings and views of others.

The Modes of Working in RE

These are individual, group and class activities, appropriate to the task and ability/maturity of the children. RE particularly lends itself to *collaborative* learning where pupils need to discuss and reflect upon many aspects of the RE curriculum.

- Children are encouraged to have relevant first-hand experience including visits to places of worship and inviting visitors to school to talk about their faith and the effects it has on their lives.
- Music, Drama and Art and ICT are an integral part of our RE curriculum. Godly Play is used in the FS/KS1 curriculum and is a valuable activity to explore a variety of Christian subjects .
- Pupil participation in spiritual activities such as Easter Experience and Christmas Experience at St Peters Church, and Prayer Space in school based on particular themes such as 'Transition in Year 6.'
- Discussion is actively encouraged to allow children to express their views and develop the ability to value the opinion of others.

Inclusion - 'Valuing All God's Children'

To ensure that all aspects of RE can be accessed equally by all children, every child's contributions to discussions are valued and respected and extra support is given to pupils with SEND. Extra adult support is given in line with each child's needs and more specifically on Individual Educational Plans. If the framework is adhered to fully, the very nature of the Diocesan Syllabus includes a very inclusive approach in terms of issues covered. Our RE curriculum incorporates a variety of curriculum approaches which allows children with a range of gifts, needs and abilities to access activities effectively, often finding that children with SEND will excel in this subject.

Home/School Links

Links between school and home are actively encouraged to enhance and support RE. We achieve this in the following ways:

- Year Group Newsletters inform parents and carers of the units of work that will be taught each term.
- We invite parents, carers and members of the local community into classrooms to support RE as well as to church services, school worship and celebrations on a regular basis.
- Pupils often share festival experiences and artefacts from home by bringing them into school for display and discussion such as after a family Baptism, a First Communion or the Diwali festival.
- Parent surveys to collate parent views.

Achievement in RE

The celebration of achievements in RE is presented in a variety of ways:

- By planning cross-curricular activities children are given the opportunity to show their achievements in RE reflecting in varied ways, for example they may represent their achievements by writing poetry, building a model or by creating a piece of music.
- The subject leader is responsible for creating a 'Book of Excellence' showing examples of the children's achievements in RE throughout the school.
- Displays in classrooms and around the school are often developed through RE, where it is often used as an art stimulus in a classrooms or through an art project conducted in the school.

Strategies for Ensuring Progress and Continuity

Planning in RE is a process in which:

- At present we have a two year curriculum cycle which is planned by staff and is carefully balanced to ensure full coverage of the Diocesan Syllabus and in addition, the Understanding Christianity framework.
- Schemes of work are developed by the RE teaching teams, in collaboration with the subject leader and shared with the whole school based on Key Questions and Learning Outcomes.
- Lesson observations and 'informal' visits are conducted by the RE leader and the RE governor as part of the whole school monitoring and evaluation cycle.
- Book scrutiny is undertaken frequently throughout year where the RE coordinator, the SIAMS committee, TLPO and SMT examine and compare a cross-section of children's work looking for continuity, progression, differentiation and a wide variety of curriculum knowledge and skills taught.

Feedback to pupils about their own progress in RE

- We aim to help children learn by giving positive and constructive feedback predominantly within the RE session through discussion between child and teacher.
- Is also given through marking and annotations. Questions are also used to deepen understanding or to follow up misconceptions.
- All feedback is given in line with our WFPS marking policy.

Strategies for Recording and Reporting

Parents' evenings are held twice a year where RE books are available for parents to look at and work in books discussed. A written report is provided annually.

Reporting in RE will focus on:

- Depth of thinking
- Degree of interest, enthusiasm and effort, in the response to questions of meaning and value.
- Knowledge, concepts and skills included in the Diocesan Syllabus, Understanding Christianity framework and where appropriate, the Northamptonshire Agreed Syllabus.
- A level of attainment in accordance with the outcomes in the new Diocese of Peterborough syllabus.

Role of the RE Leader

- Take a lead in policy development and in the production of schemes of work designed to ensure progression and continuity in RE throughout the school.
- Support colleagues in the implementation of the schemes of work.
- Monitor progress in RE and advise the Head teacher on action needed.
- Take responsibility for the purchase and organisation of central resources for RE.
- Keep up to date with developments in RE through attending courses and RE coordinators meetings, and disseminate information to colleagues as appropriate.

The Right of Withdrawal by Parents

If a parent asks that a pupil should be wholly or partly excused from any RE then the school will comply. The right to withdraw should be freely exercisable. Parents are not obliged to give reasons.

Resources for use in RE

- RE resources are held centrally and are the responsibility of the RE Subject Leader and RE teachers.
- Resources include books, posters and artefacts stored respectfully in individual faith and topic boxes.
- We have a strong Christian links with St Peters church, The Lighthouse Trust, CSALT, Children United and regularly use other speakers from the Jewish, Sikh and Muslim community as a valuable way to support our RE teaching.

Information held centrally includes:

- The School Improvement Plan
- RE Subject Leader's Development plan
- Subject Leader's Report A two year curriculum plan for RE for Foundation, KS1 and KS2 stages.
- Schemes of work including The Diocese of Peterborough Syllabus, The Understanding Christianity Curriculum pack and Northamptonshire New Agreed Syllabus for RE.
- Artefacts of Faith stored respectfully in the central store
- Commercial and teacher produced materials are used.

Arrangements for review -To be adopted July 2019.

Committee/Person(s) Responsible:**SIAMS Committee and TLPO Committee**

Distribution:**Governors/staff**

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7.0	Nov 2018		Reviewed and updated by CR in light of new SIAMS schedule discussed in the SIAMS Working party meeting Dec 2018,with help from Sue Alcock (RE link governor)	CR