

Vernon Primary School



Religious Education Policy



The intent of the Religious Education curriculum at Vernon Primary School is to provide every pupil with:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
 - The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
 - Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
 - The ability to link the study of religion and belief to personal reflections on meaning and purpose.
 - A wide knowledge and deep understanding across a wide range of religions and beliefs.

The Importance of Religious Education

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 life and death and issues of right and wrong and what it means to be human.

(From the Cheshire Agreed Syllabus 'Engaging Encounter & Reasoned Response')

Introduction

In our school we aim to celebrate diversity, offering a welcome and inclusive environment for all our pupils, including new arrivals and non-native speakers.

We believe that Religious Education provides an opportunity to celebrate and foster an awareness of differences within our school and the wider world. Religious Education is a subject that celebrates diversity and challenges stereotypes.

The spiritual and moral development of our children underpins all aspects of our school life.

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Vernon Primary School.

Legal Requirements

Vernon Primary School is a LA school, therefore Religious Education must be taught in accordance with the Cheshire East Agreed Syllabus. The governing body is responsible for the subject in the school. This is delegated to the Head Teacher and the Religious Education subject leader on a daily basis.

Following the Cheshire Locally Agreed RE Syllabus, the majority of work in Religious Education will be based on the Christian faith with the introduction of one other major world religion – Judaism – at Key Stage 1 and then the study of Judaism, Hinduism and Islam at Key Stage 2.

Religious Education will be allocated around 5% of the timetable. In Key Stage 1 this amounts to between 40-50 minutes per week totalling 36 hours over the year. In Key Stage 2 children should be taught Religious Education for 1 ¼ hours per week totalling 45 hours over the year. At Vernon Primary School, staff ensures coverage by block planning units of work for each term.

Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, and alternative work will be provided.

Aims

At Vernon Primary School we aim that Religious Education will:

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Entitlement – Curriculum Content

- The children's entitlement is based upon the *Cheshire East Primary Scheme of Work* which has two attainment targets and these provide the basis for our planning and teaching.

*A.T. 1 **Learning about Religion:** Engaging Encounter of Religion*

... acquire knowledge of religious beliefs, practises and values in Christianity and other principal religions represented in Great Britain as other world views and religions and secular philosophies.

*A.T.2 **Learning from Religion:** Reasoned Response to Religion*

... develop the ability to make reasoned responses and informed judgements about religious and moral issues.

Foundation Stage

RE in the Foundation Stage focuses on Christianity.

Year 1 & 2

In Key Stage 1 children study Christianity in depth and are introduced to the religion of Judaism. When learning about aspects of faith, they may encounter other religions. For half a term during Key Stage 1 children are given the opportunity to explore an opened ended enquiry topic of their choice.

Year 3 & 4

Children in Years 3 and 4 study Christianity and Islam in depth. They also spend time building on their knowledge of Judaism. When learning about aspects of faith, they may encounter other religions. For

half a term children are given the opportunity to explore an opened ended enquiry topic of their choice.

Year 5 & 6

Children in Years 5 and 6 continue to study Christianity and Islam. In addition, they are introduced to the religion of Hinduism. When learning about aspects of faith, they may encounter other religions. For half a term during each year children are given the opportunity to explore an opened ended enquiry topic of their choice.

- Religious Education is taught as an open ended enquiry.
- Religious Education in school is organized using the Cheshire Primary Scheme - Long Term Overview. At Vernon primary we try to link RE themes with the topics being studied (wherever possible) to challenge progression and continuity.
- Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship, drama workshops and visiting theatre companies also support the work of Religious Education in school.

Implementation

- Religious Education will be taught throughout the school, mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to local churches such as St. George's Church or Poynton Methodist Church will be integrated into the appropriate areas of study in both Key Stages.
- Occasionally, visiting Religious Education theatre groups enable children to see Bible stories through drama and music.
- A variety of teaching approaches are encouraged;
 - Teacher presentations, role play and story telling.
 - Questions and answer sessions, discussions and debates.
 - Individual and group research.
 - Photographs, pictures and maps
 - I.C.T, television, video, film, CD, radio and laptops to research and communicate ideas.

Special Educational Needs.

Children with special educational needs will work alongside other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school.

- To optimise inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities wherever possible.

- SEND Plans may support children who are identified as having special educational needs. These will specify differentiated learning and assessment.

See separate SEND school policy

Equal Opportunities

Religious Education as an essential part of the curriculum and should be relevant, worthwhile and accessible to all. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

Health and Safety

Teachers have access to copies of the School Health and Safety Policy together with the Educational Visits Policy via the Staff Shared Drive. Located in the Main Office is the Educational Visits Folder for reference to risk assessment and guidance notes.

The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

Resources

R.E. resources are stored in the main storage area in red boxes which are clearly labelled for each faith. They contain artefacts and other topic materials. An audit of Religious Education Resources is due to be carried out by September 2016.

Planning, Assessment, Reporting and Record Keeping

- Assessment is undertaken by the class teacher basing their evaluations on responses to key investigation questions through a wide range of practises in the classroom including art, drama, music, dance, writing, speaking and listening.
- Under the Cheshire East Agreed Syllabus for Religious Education Guidelines the statutory position is that all pupils will be assessed based on the level expectations informed by Cheshire Scheme of Work.
- In order to show progress towards the end of Key Stage levels the staff appreciates that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.
- Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning, assessment; reporting to parents; and curriculum monitoring by the coordinator and the Head Teacher.
- Samples of work are kept by the Religious Education Subject Leader.
- Summative reports to parents will be made at the end of the year.

Monitoring and Evaluation

- The Head Teacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the Head Teacher by monitoring Long Term and Medium Term plans.
- The subject leader will keep a file of examples of work to demonstrate continuity and progression.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education, which will be informed by this policy.

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Subject Leader for RE

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