

Witherley C.E. Primary School



Religious Education Policy

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Introduction

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'

Witherley CE Primary School is a Voluntary Controlled School therefore we deliver RE in line with the Locally Agreed Syllabus and Diocesan guidance.

Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Witherley School, we develop the children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity and other faiths but also of other non-religious world views. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

Our objectives in the teaching of RE are, for all of our children:

- to develop an awareness of spiritual and moral issues arising in their lives;
- to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;
- to develop an understanding of what it means to be committed to a religious tradition;
- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- to have respect for other people's views, and hence to celebrate diversity in society.

Curriculum

We follow the Leicestershire SACRE scheme of work and Understanding Christianity (published by the Church of England). We aim to see pupils leave our school with a coherent understanding of Christian belief and practice, as part of a wider religious, theological and cultural literacy. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We teach RE to all children in the school, including those in EYFS. Our scheme of work is generally delivered through topic days and then embedded regularly through collective worship, PSHE and other curriculum areas. Arrangements are made for children who are absent on topic days to catch up with the sessions missed.

Through RE 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 multi-cultural 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. 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.

We 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, 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.

RE and inclusion

At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. Children are given extra support in lessons or activities will be adapted to suit individual learning needs and differentiation when required. **Children are not withdrawn from RE lessons for intervention groups.**

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a Sikh temple, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

The right of Withdrawal from RE

At Witherley CE Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at our school.

Assessment for learning

RE is assessed formally at the end of each unit. Children demonstrate their ability in RE through a variety of different ways. Teachers will assess children's work in RE by making informal judgements as we observe them during lessons and more formally at the end of each unit.

Monitoring and review

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in RE and indicates areas for further improvement;
- reviews evidence of the children's work.

The quality of teaching and learning in RE is monitored and evaluated by the Headteacher and Curriculum Committee of the Governing Body.