



Glazebury C E Primary School



Policy Header

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'Growing Together at the Heart of God's Community'

Mission Statement

As an Anglican foundation, Glazebury Church of England School seeks to promote a stimulating and caring learning environment. An environment where children are encouraged to reach their full potential. This will be achieved through a broad and balanced curriculum, which has at its heart Christian beliefs and values. Through the curriculum we aim to raise the children's awareness of the world around them and to show concern for its people, their ways of thinking and living and for its resources. This solid foundation will be built upon to prepare children for the experiences and responsibilities they will meet throughout their lives.

Glazebury values the partnership of home, school, parish and community as it is through this partnership that the best interests of the children will be served. Our children will, therefore, see their school as part of a wider community in which they are valued members.

1 Aims and Objectives

1.1 The aims of R.E. are:

- to have general knowledge of the subject matter and key figures of Christianity and an appropriate understanding of the central beliefs of Christianity around the world.
- To develop understanding of Christian values
- to have some knowledge about and an appropriate understanding of, some of the beliefs and traditions of other world faiths
- to formulate their own sense of self worth
- to develop their own beliefs, values and ideals in the light of their experience
- to reflect on their own thoughts and feelings in a safe environment
- to relate their beliefs, values and ideals to their actions and their relationships with others
- to understand the religious beliefs/experiences of others and develop a sense of respect and consideration for other people, beliefs and lifestyles

2 Teaching and learning style

2.1 R.E. teaching focuses both on learning about the main features, beliefs and views of religion (AT1) and also learning from religion (AT2). We use a variety of teaching and learning styles in our R.E. lessons. We believe in whole-class teaching methods which involve all children. We encourage children to ask as well as answer questions giving pupils and teachers opportunity to talk openly and freely about their own personal beliefs and practice without fear of ridicule. We offer them the opportunity to use a variety of sources, such as bibles, artefacts, stories ICT, visits and visitors to enhance their learning. We recognise that not all activities will be recorded individually, so each class has a whole class RE book to record thoughts and photographs.

2.2 We recognise the fact that there are children of widely different religious education abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

3 R.E. curriculum planning

- 3.1 We use Questful RE, the Blackburn Diocesan Board of Education RE syllabus for Church schools 2013 as a basis for curriculum planning for all year groups, including EYFS. The syllabus aims to take pupils on a quest to discover more about themselves, others, the world and God. We ensure that at least 5% of curriculum time is devoted to RE, and that Christianity plays a central role in RE taking up at least two thirds of the time available with links to other faiths for the remaining time.
- 3.2 Our curriculum planning is in three phases (long term, medium term and short term). The long term plans map the units covered in each year group, however the units can be taught in any order.
- 3.3 The Blackburn Diocesan Board of Education RE syllabus provides medium term plans for each unit in each year group, providing the aims for the unit, as well as objectives for AT1 and AT2 and suggested activities. The medium term plans link multi-faith to Christianity where possible. The plans are available as paper copies in the staffroom and on the school IT network.
- 3.4 From the medium term plans for each unit, each class teacher creates more detailed plans for each lesson, listing the specific learning objectives and activities to suit the needs of the class.
- 3.5 The topics in R.E. are planned so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

4 The contribution of R.E. to teaching in other curriculum areas

4.1 English

R.E. makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, drama, speaking and listening. In R.E., pupils encounter a range of distinctive forms of written and spoken language, including sacred texts, stories, history, poetry, creeds, liturgy and worship. RE gives background for cross-curricular writing opportunities. These are powerful uses of language, linked to fundamental human needs and aspirations. In particular R.E. encourages children to discuss many of the fundamental questions of life, to construct reasoned arguments and to think reflectively.

4.2 Computing

We make provision for the children to use the computer in R.E. lessons where appropriate as it provides opportunities for pupils to use and develop their computing skills. In particular, technology can support the activities of finding information about beliefs, teachings and practices and their impact on individuals, communities and cultures globally. The children use the Internet to research information and take interactive tours of places they cannot visit..

4.3 British values

R.E. deals with religious and moral beliefs and values that underpin personal choices and behaviour (eg. relationships), social policies and practices (eg crime and punishment), and concepts and patterns of health (eg. use of drugs). R.E. looks at the voluntary and charitable activities that help to make up a healthy society and provide opportunities for the development of active citizenship and involvement in society. RE promotes the values and attitudes needed for citizenship in a democratic society by helping pupils to understand and respect people of different beliefs, practices, races and cultures. Similarities and differences

in commitment, self-understanding and the search for truth and meaning can be recognised, respected and valued for the common good.

4.4 **Art**

Art can be used as the basis of RE teaching, or as the end result. We have a whole school display in the school hall with work from each year group -the work is always completed around a central theme

4.5 **Geography**

RE is a global subject and as such gives children the opportunity to find out about the lives and cultures of people in different countries around the world.

4.6 **History**

The history of different religions and customs is studied and comparisons

4.6 **Maths**

The local church is used for maths lessons such as designed and costing stained glass windows.

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

R.E. provides opportunities for:

- *spiritual development*, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society;
- *moral development*, through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables them to make reasoned and informed judgements on religious and moral issues;
- *social development*, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- *cultural development*, through fostering pupils' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Pupils explore issues within and between faiths, developing their understanding of the cultural contexts within which they live.

5 **Teaching R.E. to children with special needs**

- 5.1 At Glazebury C.E. Primary School R.E. forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our R.E. teaching we provide learning opportunities that match the needs of each child, whatever their ability, thus including both the needs of children with learning difficulties and the needs of the more able.

6 **Assessment and recording**

- 6.1 We assess the children's work in R.E. by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. We complete assessment sheets at the end of each unit in line with other subjects which identify progress in AT1 and AT2. These assessments inform future teaching and learning.

7 **Resources**

- 8.1 Resources to support teaching of all RE topics are centrally stored. These include teaching resource books, information books, artefacts, CD Rom and software

9 **Links outside school**

- 9.1 As a school within Liverpool Diocese, we have links with other schools in Warrington, Liverpool Cathedral and the Diocesan advisors.
- 9.2 Glazebury C.E. Primary School has a close relationship with The Church of the Ascension and with the minister. The minister leads collective worship on a weekly basis, these are sometimes held in church. The children lead collective worship in church for Harvest, Christmas and Easter and the whole school participate in community Christmas Carol Service which is held in the evening.
- 9.3 The school has been awarded both the church/school partnership awards to reflect the excellent links between All Saints Church and the school.

10 Parental rights of Withdrawal in a Voluntary aided school

Parents may withdraw their children from Religious Education as they may in any school. The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school. If such a request for withdrawal is made the Headteacher would explore the reasons for the request and seek to arrive at an accommodation – it may be that only some elements of Religious Education or Worship are an issue

11 Monitoring and review

- 11.1 The whole staff support the RE Coordinator in monitoring the standard of teaching and learning in R.E. This may include; supporting colleagues, being informed about current developments, observing teaching, reviewing work, ordering resources and discussions with children. The RE leader ensures that points for development made in the SIAMS inspection report are acted upon

Appendix – The legal requirements for Religious Education

A Legal Requirements

RE in church schools is governed by the 1996 and 1998 Education Acts, as well as by the Trust Deed of the school.

The legislation requires RE to be provided for all pupils (1996 Education Act, Section 352). The type of RE provided must be in accordance with the **Trust Deed**.