

The Priory CE VA Primary School



Policy Document Religious Education

Religious Education Policy			
Approval	Board of Governors	Chairman	Judy Jamieson
Cover Headteacher	Anita Cubitt	Signature	
Date of last review		Date of review	Feb 2017
Date of next review	Feb 2019	Maintenance	

'This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out'.

THE PRIORY CHURCH OF ENGLAND, VA PRIMARY SCHOOL

“Aspiring to Greatness.”

School Policy for Religious Education

Religious Education in a Church Aided School has a unique position in the curriculum. It is a means for helping pupils explore the spiritual dimensions of life and to lay the foundations for understanding of the Christian Faith. It is an integral part of school life and is developed throughout the curriculum. It is generic to the ethos of the school.

We maintain strong links with The Priory Church and the local community. We welcome the contribution that visitors to lead Daily Collective Worship make towards enriching Religious Education in our school.

The challenges that pupils will meet growing up in a multi-cultural, multi-faith society will be addressed through planned units of work. These are organised in accordance with Diocesan recommendations and will enable our pupils to develop their knowledge, understanding and respect for the traditions and culture of the other major world faiths.

The teaching of Religious Education in a Primary School must take into account the age and understanding of the pupil and whenever possible be closely related to their first hand experiences. To that end, we particularly welcome and encourage both visits to different religious buildings and visitors from different faiths into the classroom.

At The Priory CE VA Primary School we believe RE should be of the highest standard, striving for excellence, reflecting our school’s distinctive Anglican character – following the new commandment, ‘to love one another as I have loved you.’

Our three ethos values, love, forgiveness and respect are embedded throughout the school and we live by them in all that we do. We believe that RE is an exciting and relevant subject for all of our children. We regard it as an area of the curriculum which begins with each child’s own experiences. We aim to encourage children to value themselves, develop a sense of what it means to have faith, be sensitive to others and gain an understanding of the importance of religion in today’s world.

RE makes a huge contribution to the social, cultural, moral and spiritual dimension of school life, promoting a Christian ethos, shared values, understanding and knowledge of other world faiths and an inclusive environment where all, of any faith or race, are valued and appreciated.

Aims

1. To promote the spiritual, moral, cultural and intellectual development of pupils in our school and prepare them for the experiences and responsibilities of adult life.
2. To develop an understanding and knowledge of the Bible and Christian beliefs in a way that relates directly to their lives.
3. To introduce pupils to an experience of God’s Spirit, and able to reflect upon, listen and pray to God.

4. To develop a respect and understanding of other religions, cultures and traditions.
5. To develop an understanding and experience of God through praise and worship.
6. To develop knowledge of the Parish Church and other local Christian churches both as a building and a community of people who share the same faith.
7. To encourage pupils to reflect about their own beliefs and values with a positive interest in others with different beliefs and a confidence to challenge and be challenged through informed discussion.
8. To develop caring attitudes to members of the school community and to the wider community and act upon those attitudes through involvement in community projects that make a positive difference to others.
9. To develop a sense of responsibility towards the environment. With a strong sense of excellence and high standards of care and pro-active concern for others and their property.
10. To provide religious education for all pupils in accordance with the school Trust Deed and with the provisions of The Education Reform Acts.

The main strands of teaching are:

The Priory School is following plans for the Understanding Christianity project, 2016. The pupils will cover a range of the 8 key concepts during their time at The Priory School, these are; Incarnation, Salvation, God, Creation, The Fall, The Gospel, The People of God and The Kingdom of God. Cross-curricular approaches developing an understanding that R.E. is not an isolated subject but is related to other areas of the curriculum.

Worship music can be used to create the atmosphere of awe and wonder enabling pupils to share in a sense of wonder, thankfulness and praise for the world and everything in it.

Prayer is an important part of the school day at The Priory School, pupils are encouraged to compose their own prayers; offer spontaneous prayer or learn prayers such as The Lord's Prayer. Prayers are said on three occasions during the school day with opportunities for prayer at other times.

Awareness and respect for the different faiths is covered through certain units of work designated for this purpose. Visits to other faith venues and visitors from such places take place in accordance with expectations from the current Diocesan Syllabus. Please see long term planning which includes other faiths.

Approaches to the teaching of R.E.

RE is delivered using the Understanding Christianity 2016 project and the Discovery scheme of work for other faiths. The key purpose of the Understanding Christianity resource is to develop our pupils understanding of Christianity as a contribution to their understanding of the world and their own experience within it. It does this by integrating pupils' developing understanding of significant theological concepts within Christianity with their own self-understanding and understanding of the world, as part of their wider religious literacy. Pupils will explore core theological concepts. They will develop knowledge and skills in making sense of biblical texts and understand their impact in the lives of Christians. The Understanding Christianity resource will develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity) of themselves, the world and human experience. Our Christian element of teaching is enquiry based and each concept taught begins with a question. We employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, use of artefacts, visits, visitors and periods of stillness and reflection.

Displays in school reinforce and encourage reflective thinking and include prayers, pupils' ideas, art work and quotes from The Bible.

How RE contributes to the wider curriculum

RE contributes to pupils' spiritual development by:-

- Discuss and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important values and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belong.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

RE contributes to pupils' moral development by:-

- Enabling pupils to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promote racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to pupils' social development by:-

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Understanding the importance of quiet thinking time for personal reflection in themselves and in others.

RE contributes to pupils' cultural development by:-

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.
- Being proactive in support of others within and beyond our own community.

RE and the use of language

RE can also make an important contribution to pupils' use of language by enabling them to:-

- Acquire and develop a specialist vocabulary.
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, reflection journal and extended writing.
- Highlight their own ideas and those of others.

Assessment and Reporting of RE

Each teacher is responsible for the regular assessment and monitoring of learning in RE. This is done through the use of a range of activities.

At present the teachers record assessment on an overview sheet containing the learning objectives from our Understanding Christianity project or the Discovery scheme of work. Class assessments are highlighted where a pupil has achieved the set objectives and are used to set targets.

The pupils' achievement and progress of RE is reported to parents annually in their end of year report.

Class Diaries and Reflection Book

In order to capture achievement, each class maintains an R.E. diary that allows for an ongoing journal of learning about, and learning from R.E. These capture some of the non-written responses through photographic and observational notes, as well as providing evidence of some of the written responses achieved in learning sessions.

Responsibilities

The Role of the RE Leader

The RE Leader in a Voluntary Aided school should:-

- Liaise with the Governing body in the effective development of an RE policy and its effective monitoring of this and report to the Governors.
- Co-ordinate the development of a scheme of work, which provides a clear learning framework, a variety of teaching and learning strategies and effective assessment, continuity and progression through key stages;
- Keep abreast of local and national developments in RE and communicate these to staff
- Monitor and review the delivery of RE throughout the school;

- Support teachers in the delivery of RE, by providing advice on teaching and learning strategies;
- Obtain, organise and manage a good range of RE resources,;
- Continue to develop links with the local church and the Diocese;
- Ensure that RE is a valued part of the curriculum.

The Role of Governing Body

The Governors of a Voluntary Aided school have the responsibility to produce, in consultation with the Head teacher and staff, the RE policy for the school. They ensure that this is effectively implemented by monitoring the scheme of work and its delivery. Governors may do this by:

- Ensuring that RE is on the school development plan;
- Ensuring that RE appears on the agenda of Governors during the year and invite the RE Leader to talk about it
- Review the RE policy
- Ensuring RE has sufficient resources
- To take an interest in what is going on in school by a way of; learning walks, book looks, noting displays, questionnaires for pupils and staff to inform the Governor of attitudes to teaching and learning in RE
- Remaining up to date about current educational thinking about the teaching of RE and regularly consulting with the Diocese.

Role of the incumbent and other members of the church community

The Religious Education of pupils at The Priory CE VA School is greatly enhanced by the valued support of the incumbent and church community. This includes;

- Working with the Governing body in developing the RE Policy;
- Providing expertise on the Christian faith and life of the local church to assist the RE Leader in developing schemes of work;
- Providing additional support for those teaching RE in the School;
- Being prepared to talk about their personal life of faith, acting as a 'living witness';
- Providing access to and information about the church and its community;
- Remaining up to date about current educational thinking on the teaching of RE and regularly consulting with the Diocese.

Monitoring and Review

RE is monitored and reviewed by the RE Leader and Governors in consultation with the teaching staff and Headteacher.

The right of withdrawal from RE

At The Priory CE VA 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. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history, science or otherwise. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at The Priory CE VA Primary School (***Schools Standards and Framework Act 1988***).