

The Priory CE VA Primary School

Inspiring a generation to learn, flourish and achieve in a caring,
Christian community



Religious Education Policy Statement

Religious Education Policy			
Approval	Board of Governors	Chairman	Sue Solly
Headteacher	Paul Ruffle	Signature	
Date of last review	Feb 2019	Date of review	Feb 2021
Date of next review	Feb 2023	Maintenance	Mrs Kelly 2 yearly

'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'.

Introduction

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 the Christian Faith. It is an integral part of school life and is developed throughout the curriculum. It is central to the ethos of the school.

We maintain strong links with The Priory Church and the local community. We both welcome and value the contribution visitors make in leading daily Collective Worship in 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. We 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 Christian character.

Our four ethos values of; love, forgiveness, respect and aspiration 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 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. To grow in spiritual development.
4. To develop knowledge, respect and understanding of other religious traditions, beliefs, cultures and practices that are represented in the United Kingdom today.
5. To develop an understanding and experience of God through praise and worship, a knowledge of Christianity and its impact locally, nationally and globally.
6. To develop knowledge of The Priory 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 (both religious and non-religious) 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 child-initiated 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 from Understanding Christianity. 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.

We also use plans from Living Difference to develop an awareness and respect for different faiths. Visits to other faith venues take place in accordance with expectations from the current Diocesan Syllabus. Please see long term planning which includes other faiths.

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 two occasions during the school day (lunch and hometime) with opportunities for prayer at other times and during collective worship.

Approaches to the teaching of R.E.

By following the locally agreed syllabus along with Understanding Christianity (Christianity) and Living Difference (for other faiths) it is intrinsic that our **R.E. curriculum is investigative and enquiry-based in nature.** Each unit of work (one half term) is planned around a key question. The learning opportunities provided for each child allows them to develop knowledge and understanding of religion, express ideas and communicate with others about their religious learning and to explore and respond to human experience.

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. 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.

The key purpose of the Living Difference resource is to develop our pupils' understanding of other faiths that are prevalent in the UK today. There is a cycle of enquiry which include;

1. Communicate – the children’s own ideas, responses and experiences of a concept.
2. Apply – how does the concept relate to their lives?
3. Enquire – Unpicking the meaning – the children’s own ideas of the concept, no definitive answers.
4. Contextualise – How is the concept shown within a religion?
5. Evaluate – What is the value of the concept within the religion? How important is it to the child?

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:-

- Discussing 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 belonging.
- 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.
- Express understanding through writing, using a range of genres 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 assessment of each topic studied in RE. This is done by highlighting the learning outcomes as they are met in their RE books.

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

Class Reflection Book

In order to capture achievement, each class maintains an R.E. Reflection Book 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.

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. Parents/carers are advised of this right and are aware of the nature and content of the RE syllabus, its learning objectives and aims.

The use of the right to withdraw should be at the instigation of the parents and it should be made clear if this is from the whole of the subject or specific parts of it. 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. When pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils remain on school premises. 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. (*Section 71, Schools Standards and Framework Act, 1998*).