

# Religious Education Policy

## Wateringbury CE Primary School

**Reviewed:** January 2018

**Next review date:** January 2019

**Committee responsible:** Monitoring, Learning & Curriculum Committee

Signed: \_\_\_\_\_



Date: 8/3/18

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(Chair of Governors)

# Wateringbury Church of England Primary School (VA)

## Policy statement for Religious Education

### Introduction

Religious Education is taught as a core subject at Wateringbury. The subject provides pupils with a meaningful religious education (RE) curriculum that is rich and varied and enables learners to acquire a thorough knowledge and understanding of different faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages pupils with significant theological concepts and the pupil's own understanding of the world as part of a wider religious literacy. Using The Rochester Diocesan syllabus, pupils learn about Christianity and other major religions and world views, fostering respect for them. They discuss their own religious and non-religious views in a safe and open environment. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners.

Pupils come to Wateringbury from all faiths, and no faith, and all enjoy engaging in inspiring Religious Education that relates to real-life experiences at school, at home, in the community and in the wider world.

### Legal requirements

As a Voluntary Aided Church of England School, Religious Education is determined by the Governing Body, which is responsible for fulfilling the school's Trust Deed and all other legal requirements. Religious Education is taught to all pupils from Reception to Year 6, as required by law. Following Diocesan advice, the Governors have adopted the Rochester Diocesan Syllabus for RE.

### Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand other major world religions and world views – and their impact on society, culture and the wider world. We encourage pupils to express their own ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their beliefs and values.

### Objectives

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.

### **Teaching and learning**

RE has a high profile within our school curriculum and is taught as core subject. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

### **Differentiation and Special Educational Needs**

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

### **Breadth and balance**

Although the content of RE in this Church of England Aided School is mainly Christian, reflecting the Christian nature of the school, we make no assumptions about the commitment of individual pupils. We encourage all pupils to participate in RE, and encourage sensitivity in handling minority opinions, beliefs and practices. Religious Education will challenge stereotypes and misinformation about race, gender and religion. Teachers always seek to present religions in all their richness and diversity by learning about belief, traditions, customs and lifestyle in a sensitive and accurate way. We encourage a positive attitude towards diversity and difference.

### **Relevance**

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

### **Assessment, Recording and Reporting**

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Rochester Diocesan Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

### **Withdrawal**

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.