

Eyam C of E Primary School

Religious Education Policy



'Let your light shine'

Agreed: July 2018

Review Date: September 2020

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because Together Everyone Achieves More.

Signed by _____ on behalf of the Governing Body Date _____

Eyam CE (C) Primary School Religious Education Policy 2018

Definition of Religious Education

Religious education enables pupils to develop their understanding of religion as a contribution to their overall appreciation of the world and their experience within it. It enables pupils to develop religious literacy to investigate and reflect upon the most fundamental questions asked by people and explore answers offered by different religions and beliefs. Children reflect on what it means to have a faith and to develop their own spiritual knowledge, learning from religions as well as about religions.

The aims of RE are to:

1. understand Christianity as a living faith
2. enable knowledge and understanding of a range of world faiths and their impact on society
3. contribute to the development of pupils own spiritual/philosophical convictions exploring their own values and beliefs

Rationale

RE supports the aims for education, outlined in the National Curriculum 2014, to: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and as part of society, and prepare pupils for the opportunities, responsibilities and experiences of later life. RE gives opportunities for encountering people of different beliefs and lifestyles and has a key role to play in fostering respect, social cohesion and British values

As a School we strive to:

1. 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;
2. Enable pupils to know and understand about other major **world religions** and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights;
3. Contribute to the development of pupil's own **spiritual** convictions, exploring and enriching their own beliefs and values;
4. Enable pupils to know about and understand Christianity as a living world faith, by exploring core **theological** concepts.
5. Enable pupils to develop knowledge and skills in making sense of **biblical texts** and understanding their **impact on the lives of Christians**. (an understanding of Sociology)
6. Develop pupils ability to connect, critically reflect upon, evaluate and **apply their learning** to their own growing understanding of religion and belief (particularly of Christianity), of themselves, the world and human experience. (**an appreciation of Philosophy**)
7. Promote the spiritual and **moral growth** of the pupils to enable them to develop an awareness of themselves, as well as a **consideration and respect** of others, tolerance of others who hold different beliefs from their own and appreciation for the natural world and a sense of community through shared beliefs and values.

Legal Requirements

It is a legal requirement that R.E. is taught throughout the school to all pupils registered at the school (Education Reform Acts 1996 and 1998). It has an equal standing and status alongside the

core subjects of the National Curriculum. The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA (section 9 (3)) allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school head teacher /governors. It remains the responsibility of the school to supervise that child during lesson time. The ERA also allows teachers in community, foundation and voluntary controlled schools to withdraw from teaching R.E.

Education Act (2002 Section 80 (1) (a); (2) (a) (b)) RE must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

National Curriculum Coverage

Our school RE curriculum is based on the Understanding Christianity resources (2018) and encompasses the broad questions from the Derbyshire Agreed Syllabus 2014, which was the locally agreed syllabus. The materials offer a coherent and comprehensive resource based on developing;

- a theological understanding of the Big Story of Salvation in the Bible,
- a clear outline of core knowledge,
- essential background information,
- a learning approach that moves from an understanding of the text to a consideration of how this impacts on others as well as a flexible assessment which promotes deep learning and reflection.

The curriculum also promotes British values of the rule of law, tolerance and respect, democracy and individual liberty.

Equal Opportunities

All children and their families are valued equally at Eyam Primary School. Children are treated as individuals and have equal access to the RE curriculum. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. In order to accommodate an individual's particular learning style lessons will incorporate a multi-sensory approach so that the various activities will cater for all pupils in the spirit of inclusion (see Equal Opportunities, PSHE and SEN Policies).

Provision for Religious Education

All members of staff are responsible for the teaching of RE as part of their curricular responsibilities. In addition we receive support from the Rector and Generational Pastor.

Weekly time is allocated to RE throughout the school and is also integrated into learning, e.g. part of Personal, Social and Emotional Development, and Understanding the World.

This time may be allocated weekly or in blocks or involve RE days.

Teaching and Learning Styles

We base our teaching and learning styles on the key principle that good teaching in R.E. allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. 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.

Children are enabled to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as

Easter 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 e.g. visits to St Lawrence church Eyam and the Methodist Chapel, Cities such as Manchester and London, the Open Center Derby which houses a mosque and a gurdwara.

The UC approach builds up pupil's knowledge and understanding of biblical texts and the overarching message of Salvation in the Bible. Each unit addresses core knowledge of a concept from the 'Big Story', these are revisited in each class. Within each concept there is a text, links to the lives of Christians and connections to the wider world.

The goal is religious literacy - pupils able to make sense of texts and varied interpretations, to understand the impact of beliefs and make connections to the wider world.

Key Skills

We believe that these are the core skills, which enable maximum learning across the entire curriculum, including RE:

- reading;
- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance;
- problem solving and
- analysing.

RE also gives opportunities for pupils to develop their skills in

- Reflecting
- Empathising

Professional Development

The RE coordinator takes part in training and workshops locally where they are able to liaise with other local Church of England schools in the Cluster and the Diocese. All staff receive cascaded training and have been lucky enough to have biannual in-school CPD lead by the Diocese.

Subject Leaders

At Eyam the role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. The school gives subject leaders non-contact time so that they can monitor teaching and learning which includes work scrutiny. Each subject leader reviews the curriculum plans for the subject, ensures that there is appropriate coverage of the National Curriculum, and sees that progression is planned into schemes of work

Resources including teacher books

The main resource for the teaching of RE is the UC resources and additional items such as the Frieze, pictures and online teaching materials. The Derbyshire Agreed Syllabus for Religious Education 2014-2019 also supports long term and medium term planning. These are stored in the Infant Corridor along with LCP Religious Education files to aid short term planning. We have a wide variety of information books, DVDs, posters and artefacts stored in the RE resource drawers. Use is also made of BBC class clips and RE on line.

There are worship resources in the front entrance as well as a Worship drawer in both Owls and Squirrels Class.

Funding

Resources are audited and Leaders apply for funds to update and replace equipment and resources as needed.

Outside Resources

We use the school grounds where relevant for example when considering creation, awe and wonder. As well as making regular visits to the Church in Eyam, we also visit places of worship such as the Derby Open Centre, Derby Cathedral and Sheffield Mosque.

Assessment

Assessment for learning is an ongoing, enabling process, being regarded as an essential part of teaching and learning. Teachers and learners work together to ensure:

1. There is a shared understanding of the next steps: The effective use of success criteria is a fundamental component of our teaching;
2. Children play an active role in their learning and develop the skills to be able to assess themselves and each other: peer assessment is vital as it demonstrates if children understand how to improve;
3. Teachers provide effective feedback to children and adjust teaching to take account of the results of assessment.

Staff also may use end unit RE assessments as a further tool to enable them to check understanding and attainment. These may include written work or group discussion. Termly class progress meetings allow staff to discuss the progress that pupils are making and their current attainment.

Reporting

All subject areas are reported to Parents in our end of year report. Parents are able to make appointments during the year to see staff and discuss individual progress.