



Religious Education Policy

Policy Statement

- 1.1 Religious education at Wyton on the Hill Primary School is based on the Cambridgeshire Agreed Syllabus for RE as part of the core curriculum for all pupils.
- 1.2 The school policy for RE has been drawn up as a result of staff discussion and reflects the consensus of opinion of the whole teaching staff. The policy was agreed in February 2012.
- 1.3 The implementation of this policy is the responsibility of all the teaching staff.

Aims

RE aims to enable pupils to:

- Acquire knowledge and understanding of Christianity and the other principle religions represented in Great Britain (Attainment Target 1), and
- develop the ability to explore, reflect on and respond to human experience, drawing on their study of religion (Attainment Target 2).

(RE in Cambridgeshire: The Agreed Syllabus 2007)

- 2.1 It is not the purpose of school RE to nurture children within a faith; this is the role of parents and religious communities. School RE aims to be of educational value and interest to pupils of any or no religious belief.
- 2.2 Over the course of their primary years, children will learn about religious concepts and values, practices and traditions. They will also consider their own beliefs and ideals, and reflect on their own experiences. They will have opportunities to think about the big questions of human existence, and to express their own ideas about these. Detailed objectives for Early Years Foundation Stage and Key Stages 1 and 2 are contained in the programme of study for RE set out in the Agreed Syllabus; they cover both content objectives and a statement of the general characteristics, which promote reflection and response.

Entitlement

- 3.1 All pupils will have equal access to the curriculum at a level appropriate to their age and ability.
- 3.2 RE activities are planned in such a way as to encourage full and active participation by all children. The programme of study for RE set out in the Agreed Syllabus allows for planning to encompass the needs of all pupils. The use of Inclusion Development strategies and resources to promote independence will be incorporated into all RE lessons.

Implementation

- 4.1 R.E may be taught in a variety of ways as part of the term's topic, or as a blocked unit of time.
- 4.2 Teachers aim to make work in RE relevant, interesting and of educational values to all pupils, whatever their religious or philosophical background. Lessons may provide

opportunities for pupils and their parents to contribute from a particular faith standpoint where appropriate.

- 4.3 In some religious contexts there are specific roles for men, women and children, and pupils will learn about such differences within and between religions.

Teaching and Learning: Pedagogy and Resources

- 5.1 The school encourages the use of as great a range as possible of teaching approaches in RE, as suggested in the Agreed Syllabus.
- 5.2 Pupils learn about religions from a wide range of sources of information and I.C.T, including the local environment, artefacts, pictures, photographs and videos, books and buildings, and people talking about their experience of religions.
- 5.3 Teaching may include the use of stories and poems, music, dance, drama, art and ICT as avenues for exploring human and religious experience.
- 5.4 Pupils will have opportunities to express their learning and their own beliefs and ideas in a variety of ways, including written work, discussion and creative and imaginative work.
- 5.5 The school's RE resources are generally stored in a centralised area in the main corridor.
- 5.6 Resources are arranged by topic in KS1 and Religion in KS2.
- 5.7 RE resources are chosen to reflect the global nature of many religious communities
- 5.8 The RE coordinator holds lists of resources available for the teaching of each study unit, and makes these available to teachers.
- 5.9 There are clear links between RE and some other areas of the curriculum. Work in RE should give support to work in literacy, citizenship, PSHE and Art. It should also make a major contribution to pupils' spiritual, moral, social and cultural development. The school follows guidance in the Agreed Syllabus and Cambridgeshire documentation to ensure that these links are fully utilised to the benefit of pupils' progress in RE and the other areas concerned.
- 5.10 The school has developed links with community members who can contribute to the success of the RE programme of study. These include the local vicar, representatives of other Christian churches and other faiths in the local area, lay members of religious groups or organisations, and parents.
- 5.11 Fieldwork is an important part of the RE curriculum and pupils in both key stages visit the local church as part of their study. Where the school is able to, they also have the opportunity to visit e.g. Ely Cathedral/ other churches/ places of worship of other religions.

Teaching and Learning: General Progression

- 6.1 Class teachers will ensure that they are building on what children already know, by undertaking activities at the beginning of a study unit, which give them an idea of children's level of knowledge and understanding.

- 6.2 Planning will be carried out with the support of the coordinator to make sure that children move forward in their understanding of RE concepts and development of RE skills as well as increasing their level of knowledge about religion.

Assessment, Recording and Reporting

- 7.1 Assessment in RE follows the whole school Teaching, Learning and Assessment for Learning Policy.
- 7.2 Each class teacher is responsible for assessing, recording and reporting children's progress and attainment in RE.
- 7.3 Formal and informal assessment is used to inform planning and teaching on a session by session basis.
- 7.4 Assessments will be undertaken within each study unit. These will be linked to the learning objectives for the study unit and appropriate records of these assessments will be kept.
- 7.5 Evidence of attainment will be collected continuously by observing, questioning, talking and listening and examples of work, reflecting a range of abilities, will be collected for assessment purposes.
- 7.6 Attainment in the Early Years Foundation Stage is assessed according to the Early Years Foundation Stage Profile, with particular reference to Knowledge and Understanding of the World and Personal, Social and Emotional Development.

Right of withdrawal

- 8.1 Parents have the legal right to request that their children should be withdrawn from all or any part of RE. This right is rarely exercised and requests are sometimes due to parental misunderstanding about the nature of the work. It is the school's responsibility to supervise any pupil who is withdrawn from RE and arrangements for this depend on the age and stage of the child concerned (*e.g. they work in the library area/ they do another piece of work at the back of the room while the class is engaged on an RE task/ they work independently in the classroom of another teacher etc*).
- 8.2 The school's procedure for such requests is that parents should discuss the matter with the Head teacher.
- 8.3 It is a legal requirement that a statement about the parental right of withdrawal should be included in the school's booklet or brochure.
- 8.4 Teachers, including the head teacher, similarly have the right to withdraw from teaching RE. This right dates back to the time when RE was Religious Instruction, not Religious Education, and the nature of RE today should make it unnecessary for any teacher to withdraw on grounds of conscience. However if a colleague feels unable, because of their own religious beliefs, to carry out their professional responsibilities with regard to RE, they should discuss this with the Head teacher.

RE and collective worship

- 9.1 RE is a curriculum subject. Its aims and objectives are different from those that apply to collective worship. There may be some links in content between the two (e.g. when a religious story is told) but collective worship is not part of the teaching day, and cannot be used to deliver the RE curriculum since it has a different purpose.
- 9.2 There may be times when RE and collective worship support each other (e.g. festivals such as Christmas and Easter) but they cannot be substituted for one another – so a class assembly should not be seen as the RE lesson for any given week.

Monitoring

- 10.1 The Head teacher, Senior Leadership Team and RE coordinator review standards and progress in RE on a regular basis. This is done in a variety of ways, which may include sampling pupils' work, monitoring teacher planning and evaluation of study units, discussion with pupils and observation of teaching. The purpose of the monitoring is to ensure consistency throughout the school in the provision, teaching and resourcing of RE, and to provide additional support and guidance where needed.

Review

- 11.1 The RE Subject Leader will review this policy annually. Any suggested amendments will be discussed with the Head teacher and staff and will be presented to Governors when appropriate.