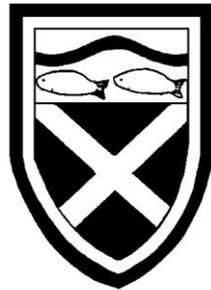


St Andrew's CE Primary School



Religious Education Policy

Summer 2021
Next review Summer 2022

St Andrew's CE Primary School
Religious Education Policy



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St Andrew's CE Primary School

Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."

Religious Education Policy

Philosophy

Religious Education occupies a unique place in our curriculum. It is one of our school core subjects and is our legal responsibility to provide R.E. for all pupils.

At St Andrew's CE Primary School the requirements of the Diocese of York Guidelines for Religious Education in Aided Primary Schools and the Humberside Agreed Syllabus of Religious Education form the base of the content of R.E.

If R.E., like the rest of the curriculum, is going to build on and extend existing experience and understanding, then much early content will be based broadly on Christianity, which is the obvious point for starting children on their task of beginning to understand what religion is all about. However, it is also appropriate to include some teaching about the other main world religions as well as an understanding of British values in order to foster a greater harmony in our increasingly multi-cultural society; this is outlined in both the Diocese of York Guidelines for Religious Education in Aided Primary Schools, and the Humberside Agreed Syllabus of Religious Education. To this end, Christianity will be addressed as a major focus in every year group, and a second religion, Judaism will be introduced in Years 1 and 2, although further religious traditions may be approached to a lesser degree when appropriate. Islam and Hinduism will be introduced in Years 3 and 4, and developed in Years 5 and 6.

Our Collective Worship and RE will contribute to each other in a variety of ways, but there is no intention of providing RE wholly through our worship, which is seen as a separate activity, and will be planned accordingly.

Aims

"The aim of Religious Education in a church voluntary aided school is to educate children in spiritual understanding within a Christian context, supporting them in their quest for faith by which to live and enabling them to understand and accept those whose commitments and ways of life differ from their own."

(Diocese of York Guidelines for RE in Aided Primary Schools, p 2.)

In addition we aim to give our pupils opportunities to develop their knowledge and understanding of religion and to contribute to their own beliefs and values.

General Objectives

- To introduce children to ideas and experiences of religion in the world around them.
- To lay the foundations for future understanding of religious beliefs and practices.
- To develop an understanding of the beliefs, practices and institutions of Christianity and other major religious traditions represented in Great Britain.
- To allow pupils to explore their own beliefs and values in relation to those of others.
- To develop investigative, reflective and social skills.
- To foster positive attitudes towards others and their beliefs and values.
- To encourage an appreciation of the variety of experiences of life and how these may be interpreted.

School Staff and Governors

- To ensure all staff, children, parents, carers and governors are aware of the aims for learning and teaching RE.
- To promote a confident and positive attitude towards the learning and teaching of RE, making it an enjoyable experience.
- Staff should help to enable children to develop their own opinions and line of questioning.
- To give opportunities for children to learn about other cultures and religions in an open and respectful environment.
- To build a sense of wider community through local links, governor participation and extra curricular opportunities.

The Role of the Co-ordinator

The RE co-ordinator will:

- oversee resources, planning and implementation of R.E. in the school;
- ensure that the needs of all children are being met and ensure challenge is provided for all children;
- help and advise staff when necessary;
- attend INSET courses to keep up to date with R.E. in the curriculum; □ will encourage other staff to do likewise.
- Networking with other schools.

Organisation and Implementation

Some of the R.E. work done will be implicit in the curriculum especially in the Early Years, thereby laying the foundations for more explicit work at a later stage. Opportunities will be taken to help children think and feel about religion, to answer children's questions, and discuss things that happen in their daily experience.

Religious and Moral Education will not be always segregated to a discrete 'slot', but will be an integral part of the curriculum, encompassing cross curricular, multicultural, equal opportunity issues as well as British Values.

However, most of our RE will be taught through blocked units, as outlined in the School Long Term Plan, and the RE Scheme of Learning.

RE will be delivered in class or Year based groups, and a wide range of teaching methods will be used, again, as outlined in the RE Scheme of Learning as well as our own 'Rainbow Curriculum' Principles.

Activities will be varied to cater for different learning styles, and these may include activities with links with other curriculum areas such as design technology, computing, cooking, painting, writing, geography, performance art or listening to and composing pieces of music as well as many other areas of the curriculum. Outdoor activities are to be encouraged and these will, in due course, be added to suggested activities in the Scheme of Learning. We aim to share examples of good practice with each other and increasingly on the school website.

There will be times when it is appropriate to teach about a particular festival, event or occasion which is not specifically in the Long Term Plan for R.E. There will also be times when R.E. is implicit in the day to day work and life of the school.

We will constantly monitor and evaluate the effectiveness of our teaching, both method and content, in order to assist our future planning.

Planning, Record Keeping and Assessment

We will plan for continuity at various levels:

- The whole school - Staff Meetings, Younger and Upper School Meetings.
- Class/year group - Younger and Upper School Meetings
- Individual/group - Planning team meetings, meetings with S.E.N. Team.
- Whole school INSET training.

The school R.E. Scheme of Learning gives a framework for our continuity and progression in planning for R.E.

The R.E. curriculum will be monitored through continual assessment of the pupils' progress, and the evaluation of all aspects of the subject, as outlined in the Scheme of Work.

Our assessment process will inform teachers' decisions about the learning needs.

The school record keeping system will be used in R.E and will record pupils' attainment of RE skills at levels bronze, silver, gold. The skills the pupils are learning and working towards will be stuck into the front of their RE work books for them to be involved in understanding their own progress.

The co-ordinator/team will monitor the delivery of RE through monitoring of books and classroom observations as well as analysis of data.

Differentiation and access

In the same way as other curriculum subjects, R.E. will be planned and provided in a way which takes account of the needs and abilities of the pupils. The curriculum will be available to all pupils with relevant modifications in the case of pupils with particular needs. As over the rest of the curriculum, our planning for R.E. will encompass challenge, extension and activities that add depth for Gifted and Talented Pupils. We are aware that these extension activities will not just be 'more of the same', but encompass challenging new learning goals where children learn about and also from religion.

Lower level boy writers are encouraged to achieve through cross curricular teaching and more importantly assessment through a variety of methods. This allows every child regardless of ability to access the RE curriculum in an encouraging and engaging way.

Higher level writers are to be challenged to attain gold through the use of differentiation and encouragement to use higher level RE vocabulary to provide gold opportunities in RE understanding and writing.

The right of withdrawal from R.E. of both pupils and teachers will be adhered to whenever necessary.

Health and Safety/Safeguarding

Care will be taken when using any type of electrical equipment, computer, tape recorder etc., making sure that the flex and any extension leads are kept well away from areas where children will be walking. If there is any possible danger when using equipment - eg candles - the teacher will make sure all necessary precautions are taken for the safety of the children. Health and safety procedures will be followed when working with food. It should be noted that children will not be allowed to use the computer technology and encouraged to follow e-safety procedures. In addition, children are encouraged to question and share in a safe and understanding environment. All staff are trained in the prevent agenda.

Every Child Matters Policy Statement/Inclusion

St Andrew's is an inclusive school and as such this policy should be read in conjunction with the school's Every Child Matters Policy Statement:

At St Andrew's, an inclusive school, every child has an entitlement to fulfil his/her potential. This is achieved by ensuring the wellbeing of all pupils in relation to:

- Being healthy;
- Staying safe;
- Enjoying and achieving;
- making a positive contribution;
- Achieving social and economic wellbeing.

At St Andrew's these outcomes are an integral part of school life and by embracing the following areas we aim to ensure they are realised:

- Personalised teaching and approaches to learning;
- Flexible learning based on Early Learning principles;
- Extra-curricular clubs and activities;
- Support for emotional wellbeing;
- Flexible timetables;
- Assessment for Learning which encourages children to have a say about their progress; □ SEND provision;
- Partnerships with parents/carers, other schools, the local community and with 'wrap around' health and social service providers.

Safeguarding:

St Andrew's CE Primary School aims to promote the safeguarding of children and young people. St Andrew's Primary School recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and we will carry out this duty through our teaching and learning, pastoral care and extra curricular activities. Staff have been trained in the prevent agenda as well as training in issues such as female genital mutilation.

Home School Learning

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as such by pupils, teachers and parents. In order to promote this: all Home Learning tasks are set so pupils can access the tasks easily and parents can monitor the completion of the tasks and support their children effectively. In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to reduce gaps in learning and will focus on differentiated non-negotiable and basic skills tasks as well as other key areas and objectives essential to the RE curriculum. In the case of a pupil being unable to access technology to view and complete work, arrangements will be made for paper learning packs to be collected or posted to individuals. Marking and feedback must be completed as soon as possible.

Further Guidance

Inclusive language ("We believe ...") will be avoided in favour of a more open approach ("Christian people believe ...", "Some people believe ...")

Staff should be aware of the influence they have upon the beliefs of pupils in their care, and ensure that their own personal beliefs are not promoted above those of others. To this end the expression of personal beliefs is probably best left to those instances when pupils may ask "What do you believe?"

At all times an open and enquiring attitude towards religion will be fostered.

It is noted that R.E. has a significant role to play in the spiritual and moral development of pupils, and will continue to do so, but both of these areas are promoted in a cross-curricular manner, and are therefore considered to be matters of whole school policy.

It is noted that Collective Worship and R.E. may contribute to each other in a variety of ways, but there is no intention of providing R.E. wholly through Collective Worship, and this will be reflected in any curriculum audit.

Date for Review - this document will be reviewed annually, or in the case of any change in the provision for R.E. due to local, diocesan or national legislation.