



Work together, learn together, grow together...

Religious Education Policy

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Agreed: Summer 2019

Head Teacher:

Governor:

Review: Summer 2021

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Date of Policy: May 2019

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Head Teacher: Mrs Laura Green

Chair of Governors: Mr Robert Culyer

Introduction

We are proud to be a Church of England school and our distinctive Christian character is celebrated through our Acts of Collective Worship, our Christian values and close links with the Church and Diocese of Norwich. We offer a high quality RE curriculum with Christianity at its heart.

Aims and objectives

The aim of religious education is religious literacy empowering children to be able to hold balanced and well-informed conversations about religion and belief. Religious Education provides a balance between three disciplines; theology, philosophy, human and social sciences.

Children will

- Know about and understand Christianity as a diverse and global living faith through the exploration of core beliefs.
- Have knowledge and understanding of a range of religions and worldviews appreciating the diversity, continuity and change within the religions and worldviews, being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical values, beliefs and thinking.

The legal position of religious education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). 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 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 governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on Norfolk LA's Agreed Syllabus 2012 and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, while, at the same time, it should take account of the teachings and practices of other major religions.

The effectiveness of denominational education in Church of England schools is evaluated by SIAMS during the statutory section 48 inspection. This document sets out the aims of Religious Education:

- 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 about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Teaching and learning style

RE has a high profile within the curriculum and is a whole school priority. The RE curriculum engages and challenges children through the exploration of core concepts and questions. Children look at a range of relevant disciplines including theology, philosophy and human and social sciences. There will be meaningful and informed dialogue with a range of religions and worldviews. Learning activities provide fully for the needs of all pupils. They will develop key knowledge and a variety of skills including enquiry, analysis, interpretation, evaluation and reflection. Children will engage in meaningful conversations about religion and world views and have the opportunity to explore and reflect on their own religious, spiritual and philosophical ways of seeing, living, thinking, believing and belonging.

We base our teaching and learning style in RE on the key principle that good teaching in RE 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.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with Norfolk LA's Agreed syllabus, The Church of England Statement of Entitlement, the Church of England Understanding Christianity programme and in line with our VA status. Christianity is the major religion and comprises at least 50% of the RE curriculum time. RE entitlement is separate to collective worship.

We ensure that the concepts and topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Foundation Stage

We teach religious education to all children in the school, including those in the reception class.

In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Years Foundation Stage which underpin the curriculum planning for children aged three to five.

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We follow the Church of England Values For Life. We help pupils to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives. They develop an understanding of British values.

Teaching religious education to children with special needs

In our schools we teach RE to all children, whatever their ability. The teaching of RE is a core part of our curriculum. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children.

Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. We use the Age Related Expectations for each discipline of theology, philosophy and human and social sciences. Their achievements are tracked on our school assessment system.

Resources

We use high quality resources such as Understanding Christianity and those offered by RE today. We have sufficient resources in our schools to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each religion studied. We have collections of age appropriate bibles and bible story books and a collection of religious artefacts which we use to enrich teaching in religious education. The school libraries have a supply of RE topic books and computer and interactive whiteboard software resources to support the children's individual research.

Monitoring and review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. Children in the federation are entitled to be taught by teachers with a secure subject knowledge and with confidence in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It is a priority within the Federation to constantly build up staff expertise and ensure RE CPD is monitored and of the highest standard. The RE lead is responsible for: supporting colleagues in the teaching of religious education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the Federation. The Head Teacher will ensure all teaching staff and governors understand the distinctive role and purpose of RE within a church school and the governing body will monitor the standards in RE effectively.