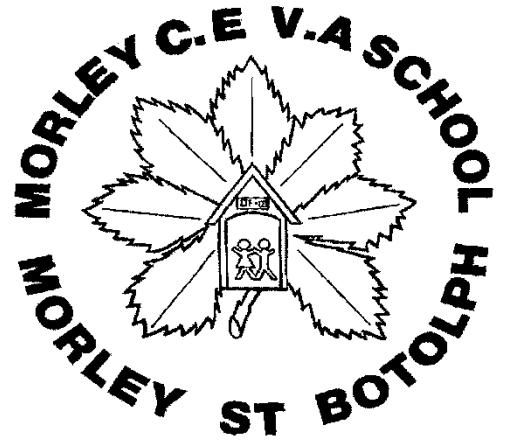


Tacolneston & Morley CE VA Primary Schools Federation



As each has received a gift, use it to serve one another, as good stewards of God's varied grace

1 Peter 4:10

Work together, learn together, grow together...

RE 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 2021

Head Teacher:

Governor:

Review: Summer 2023

Religious Education Policy

“Religious Education in a Church School should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person”. (Taken from the Statement of Entitlement – Church of England Education Office 2019).

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.

The Legal Framework

Religious Education (RE) within the federation is provided in line with legal requirements. These are that:

- the basic curriculum will include provision for RE for all pupils on the roll;
- the content of RE shall reflect the fact that “Religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain” (as set out in section 375 (3) of the Education Act 1996 and the School Standards and Framework Act 1998);
- the RE which is provided in our schools shall be in accordance with the Diocese of Norwich Syllabus for Religious Education 2019
- the RE curriculum will take account of the Church of England “Statement of Entitlement for RE” 2019 – www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf
- The effectiveness of denominational education in Church of England schools is evaluated by SIAMS during the statutory section 48 inspection.

Right of Withdrawal

In keeping with the law, parents / carers may withdraw their children from RE provided they give written notification to the school. The school will ensure that suitable supervision is provided. Staff always refer to the Subject Leader or Senior Leadership Team any questions from parents / carers about withdrawals.

Aims and Objectives

The principal aim for RE is religious literacy “to enable pupils to hold balanced and informed conversations about religion and belief” (Statement of Entitlement 2019). Religious Education will provide a balance between three disciplines; theology, philosophy, human and social sciences.

Children will

- Know about and understand Christianity as a diverse and global loving faith through the exploration of core beliefs.
- To 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
- To 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.

Curriculum

RE has a high profile within the curriculum and is a whole school priority. It takes a leading role in cross curricular links and whole school curriculum initiatives. The RE curriculum will engage and challenge children through the exploration of core concepts and questions. Children will look at a range of relevant disciplines including theology, philosophy and human and social sciences.

Theology: This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

Human/Social sciences: This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

These three disciplines provide lenses through which each enquiry question is approached.

In accordance with the Statement of Entitlement (2019), at least 50% of curriculum time is allocated to the teaching of Christianity. This entitlement is met both through the weekly or blocked teaching of RE, and through additional RE days which focus on an aspect of the Christian Faith.

The use of the resource Understanding Christianity particularly supports the development of the theological perspective.

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.

Teaching and Learning

Religious education uses an enquiry-based approach to learning. This is based on the best practice framework in the Norfolk/Suffolk agreed syllabus. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

Learning activities will 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.

Teaching religious education to children with special needs

In our school we teach a broad and balanced curriculum to all children, at an appropriate level. Teachers use a range of teaching styles, strategies and groups to allow all children to make progress.

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.

Assessment, Recording and Reporting

It is the responsibility of the class teacher to assess all pupils in their class. We use the Age Related Expectations for each discipline of theology, philosophy and human and social sciences to assess children and this is done through a variety of ways including written work, role play, art, music, educational trips and conversations. Assessment is regarded as an integral part of teaching and learning and is a continuous process. We assess the children in order to ensure that they make good progress in this subject and to plan future work. In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. Their achievements are tracked on our school assessment system. The RE leader attends moderation annually through the diocese and RE attainment is included on each child's school report as required by law.

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 containing a wide range of artefacts and equipment for each religion studied. A list of contents for each resource box is displayed on the front of each box. A master copy is given to each teacher to put into their RE files.

We have collections of age appropriate bibles and bible story books. The school libraries have a supply of RE topic books and classes have technology in place to support the children's individual research. We maintain an RE story shelf in the library, which offers many stories from different traditions. Teachers may choose to use these in RE.

In addition, there is also a bookrack containing books and resources for teachers to refer to and develop their own subject knowledge. The federation are members of NATRE and the RE leader and/or senior leadership team attend the RE subject leader forums through the diocese.

Staff are invited to suggest gaps in the resources for future spending.

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. High quality training and CPD is delivered to all staff including teachers, support staff, senior leaders and governors. Feedback and monitoring records help identify and inform future training.

The RE lead is responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. 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.

Parental and Community Involvement

Parents are encouraged to involve themselves in RE within each school. Parents are invited into the schools to look at their children's work, and a report on their child's standard and progress in RE is given out annually. The community is encouraged to support the teaching of RE through visits and visitors, eg: the children visit the church to learn about concepts such as salvation.

Our Vision

Work together, learn together, grow together...

As each has received a gift, use it to serve one another, as good stewards of God's varied grace 1 Peter 4:10

RE has an important contribution to make towards this by providing a caring environment where pupils feel secure and able to express their own views and beliefs. They are encouraged to value their own opinions and beliefs, whilst developing respect and sensitivity for the views of others. Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community.