

Our vision: **'Let your light shine'** based on Matthew 5.16

Eggescliffe C.E. Primary School



Religious Education Policy

Reviewed:
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Policy For Religious Education

Our Vision:

‘Let your light shine’ based on Matthew 5.16

Our Mission:

Egglescliffe is a school founded in the Christian faith, which embodies Christian values in its daily life by promoting, encouraging and celebrating the abilities of all within the school community.

We:

- Welcome all children;
- Are distinguished by the way we promote attitudes of mutual respect, care and responsibility to all within the school community;
- Attach high priority to strong links between school, home, and parish with active participation of parents, local clergy and academy councillors;
- Promote understanding of the Christian faith, particularly through the quality of Religious Education and Collective Worship together with a respect for world faiths
- Nurture a love of learning, enhance the potential of all within the school family, and encourage a positive contribution to society and the environment.
- And we aim to SPARKLE!

Ethos Statement

The school aims to preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level. Egglescliffe CE Primary School serves the community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. The school works to meet all aspects of the National Society Statement of Entitlement for Religious Education (RE) June 2016.

Rationale

RE is regarded as a core curriculum subject at Egglescliffe CE Primary School and it makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and beliefs for many people form a crucial part of their culture and identity. Religion and beliefs inform our values and are reflected in what we say and how we behave. RE develops an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and world views that offer answers to questions such as these.

RE contributes to pupils' personal development and well-being and to British values by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others, individually, communally and cross-culturally.

Spiritual, Moral, Social and Cultural Development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about, and from, religions and beliefs through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief, and their roles in the spiritual, moral and cultural lives of people in a diverse society, helps individuals develop moral awareness and social understanding.

Personal Development and Well-Being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community Cohesion

RE provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion through:

- **the school community** – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- **the community within which the school is located** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- **the UK community** – a major focus of RE is the study of diversity of religion and beliefs in the UK and how this influences national life.
- **the global community** – RE involves the study of matters of global significance recognising the diversity of religion and beliefs and their impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. These contribute to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In summary, religious education for children and young people:

- **provokes challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development

- **encourages pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- **enables pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teaches pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompts pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

The Legal Basis of RE

Every maintained school in England must provide a basic curriculum, RE, sex education and the National Curriculum. This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998.

The key document in determining the teaching of RE is the locally agreed syllabus within the Local Authority (LA) concerned. LAs must ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

RE provision in Foundation and Voluntary-Controlled schools with a religious character is to be provided in accordance with the locally agreed syllabus. Egglecliffe CE Primary School therefore follows the Stockton Borough Council's locally agreed syllabus, published in September 2012.

Provision of RE in the Curriculum

The legal requirements for the provision of RE in maintained schools do not specify any particular time allocation or how the curriculum should be organised. Using the Stockton RE Syllabus we teach RE on a weekly basis from Year 1 to Year 6 which amounts to:

Key Stage 1: - 36 hours per year (minimum)

Key Stage 2: - 45 hours per year (minimum)

We enhance the curriculum by teaching themed weeks such as those prior to Easter and Christmas, based on the Understanding Christianity resources. Resources are also used from the Durham and Newcastle Diocesan Syllabus to extend the learning of the pupils.

The school has liaised with Stockton to explain that the SACRE document alone was not meeting the needs of the learners. It is due to be revised.

While the statutory requirement for RE does not extend to children under compulsory school age, it forms a valuable part of the educational experience of children in the Early Years. The staff ensure RE contributes to:

- personal, social and emotional development,
- communication, language and literacy,

- knowledge and understanding of the world,
- creative development.

Teaching and Learning

The content and nature of Religious Education lends itself to an active approach which is multi-sensory. Pupils are given the opportunity to actively engage in the following ways:

Direct Experience

- Visits – places of worship and religious interest
- Visitors – invitations to members of a faith community or denomination to talk
- Events – media coverage of religious events showing the local, national and worldwide impact of religion
- Artefacts – aspects of living religion brought into the classroom for pupils to observe and consider

Engaging the senses

- Seeing – posters, photographs, art, stained glass windows, videos, artefacts
- Hearing – religious sounds, music, chants
- Smelling – incense, burning candles
- Touching – artefacts
- Tasting – festival food

Expression

- Music, dance, drama and role play
- Making – festival foods, cards, artefacts, displays, models
- Discussion – reporting interviews, giving views, responses, debates
- Writing – creative writing, an opinions board, reports, prayers, poetry, projects, posters
- Silence and reflection – periods of stillness, quiet, listening to others, describing feelings/emotions, observing nature
- Information technology – research, presentation of work

Symbolism

- Literature – story, myths, legends, sagas, sacred writings, psalms, hymns, prayers, vows, creeds
- The arts – expression of religious beliefs, feelings, emotions in religious paintings, icons, music
- Religious symbols – graphics, badges, flags, colours, gestures

Children will be encouraged to develop the following skills:

Investigation:

- Asking relevant questions
- Knowing how to use different types of sources as a way of gathering information
- Knowing what may constitute evidence for understanding religion
- The ability to ascertain facts

Interpretation:

- The ability to draw meaning from artefacts, art, poetry and symbolism
- The ability to interpret religious language
- The ability to suggest meanings of religious texts

Evaluation:

- The ability to debate issues of religious significance, with reference to evidence, factual information and argument
- Weighing the respective claims of self- interest, consideration for others, religious teaching and individual conscience

Analysis:

- Exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, opinion and fact
- Distinguishing between the features of different religions

Synthesis:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application:

- Making the association between religions and individual, community, national and international life
- Identifying key religious values and their interplay with secular ones

Reflection:

- The ability to think reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy:

- Consideration of the thoughts, feelings, experiences, beliefs, attitudes and values of others
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- The ability to see the world through the eyes of others and to see issues from their point of view

Expression:

- The ability to explain concepts, rituals and practices
- Communicating the significance of religious symbols, technical terms and imagery
- Pursuing a line of enquiry or argument
- Express matters of deep concern and respond through a variety of media
- Give an informed opinion and express a personal viewpoint

Inclusion

R.E. is provided for all children at Egglecliffe and makes a valuable contribution to their education. Teachers plan work which takes into account the differences in the abilities of their pupils in order to maximise their potential and extend their abilities and to allow all children access to the R.E. curriculum. R.E. has a large part to play in helping to remove prejudice and misunderstanding and in combating stereotyping, discrimination, sexism and racism.

All pupils, irrespective of ability, age, gender or race are entitled to equal opportunity in the development of their religious education knowledge.

Assessment

The school has developed 'learning ladders' denoting the success criteria for all the RE units taught from Year 1 to Year 6. Teachers use these to inform their planning and day to day assessments.

Knowledge and skills are assessed in a variety of ways, and the children given appropriate feedback in order to make progress. Records are collated by the RE subject leader on a half termly basis.

Monitoring and Evaluation

Monitoring and evaluation is undertaken on a termly basis. Standards in RE are compared with other core subjects, particularly English, to ensure that standards are equally high in both areas. Monitoring and evaluation includes:

- Work scrutiny - collection of pupil books and other evidence to ensure curriculum coverage and high standards are maintained
- Learning walks, including governors, focussing on developments linked to the School improvement Plan.
- Pupil voice - garnering pupils' opinions on the learning opportunities and their first-hand experience
- Informal feedback from parents

Continued Professional Development

The RE subject leader has attended the Understanding Christianity training led by the Durham and Newcastle Joint Education Team (JET). The training was then cascaded to others in school at staff meetings and joint planning events. Members of the JET have also advised on the enhancements to the school curriculum.

At Egglecliffe CE Primary School we believe that sharing the outstanding practice shown by our own practitioners is hugely beneficial and have made arrangements between teachers to do this.

Withdrawal

Parents have the right to withdraw their children from R.E. as in any school but it is hoped that the majority of parents choosing a Church Controlled School would adhere to the R.E. curriculum too.

Teachers and other staff in Church Controlled Schools have the safeguard of the 1944 Act Section 30 to withdraw from teaching R.E.

Parents wishing to withdraw their child from one aspect of RE, or the whole curriculum must request this by writing to the Headteacher on an annual basis, outlining their wishes.

Arrangements For Complaints

As we always work closely with parents, consulting them at every stage, complaints about RE provision are extremely rare. However, should there be a concern, the following procedure should be followed in line with our complaints procedure:

1. Parents are encouraged to discuss the concern with the class teacher, together with the RE subject leader. (If the concern is not resolved at this stage proceed to 2).
2. Parents make an appointment to discuss the concern with the Headteacher. The class teacher or RE subject leader may or may not be present. (Unresolved concerns move to 3).
3. The matter should be referred to the Chair of the Local Academy Council. A letter explaining the concern should be given to the school office addressed to the Chair of the Local Academy Council, Egglecliffe CE Primary School.