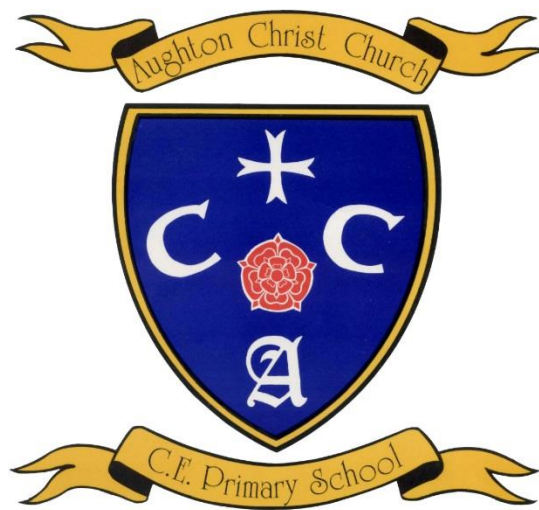


Policy Document

Aughton Christ Church C of E Primary School **RE POLICY**



Reviewed: September 2024
Next Review date: September 2025

Aughton Christ Church C E Primary School



RE Policy

Aughton Christ Church Primary School is a Church of England Voluntary Controlled School. As a Church of England school, our Christian vision and values are central to all we do. Christian values are constantly reinforced through school and through our RE curriculum and these are explored through the example of Jesus and teachings in the Bible.

Aughton Christ Church Primary School provides opportunities for our pupils to fulfil their potential and in accordance with the Church of England vision for Education to experience 'life in all its fullness'.

VISION

Our vision is that all children and staff in our school can reach their full potential; spiritually, intellectually, socially, morally, physically and aesthetically. We wish to encourage an appreciation and curiosity of the world so they can take their place as kind and compassionate citizens, supporting one another in love and working together by following our Christian values as exemplified in the teachings of Jesus.

'Though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body. So we are to use our different gifts in accordance with the grace that God has given us.'

Romans 12: 4-8

STATEMENT OF CURRICULUM INTENT

Our RE curriculum meets the statutory needs of the national curriculum and is designed to meet the needs of all children at Aughton Christ Church C of E Primary School. In consultation with parents, governors, children and staff, our broad and balanced curriculum is designed to continually build on knowledge and skills whilst supporting the children's spiritual, moral, cultural, mental and physical development. It prepares all children at the school for the opportunities, responsibilities and experiences of later life through developing resilience, independence and confidence.

This is achieved through a well thought out holistic approach to learning, encompassing high quality outdoor provision and extended opportunities. These experiences allow children to develop a curiosity about the world around them and ask questions to deepen their own learning.

Children are inspired to learn through engaging, meaningful and creative experiences which at every opportunity embrace the cultural diversity of our society. In addition to core skills and essential knowledge, children will develop an awareness and understanding of other people; their own community; the wider world and of their place within it to ensure they have opportunity to develop empathy, resilience, independence and confidence to become educated members of society.

IMPLEMENTING THE RE CURRICULUM

*In RE, we seek to support pupils' personal search for meaning by exploring
'What is it to be human?'*

(Lancashire Agreed Syllabus for Religious Education)

Christ Church School's provision for R.E. will be fully in accordance with the Lancashire Agreed Syllabus 2021, through which we aim to:

- Support pupils' personal search for meaning by engaging enquiry into the question 'What is it to be human?'
- Prepare pupils for life in an increasingly diverse society, through an acquisition of the necessary knowledge and skills.
- Support pupils in reflecting upon, developing and articulating their own personal beliefs, ideas, values and experiences so they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.
- Contribute to the personal development of children by helping them to develop a sense of identity and value as a person.
- Provide children with the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.' (Ofsted Research Review Series: Religious Education, May 2021).

CURRICULUM

Our curriculum aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
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2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- Appreciate and appraise varied dimensions of religion or a worldview.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Overview

In making the selection of progressed studies, staff and Governors have regarded the nature of the pupil population of the school, the nature of the school community and the nature of the wider community (Lancashire).

Our curriculum reflects that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

The progressed studies taught within the school will be:

Christianity: 50% of R.E. curriculum

Judaism: 8% of R.E. curriculum

Hinduism: 17% of R.E. curriculum

Sikhism: 6% of R.E. curriculum

Buddhism: 2% of R.E. curriculum

Islam: 17% of R.E. curriculum

Planning

Planning is drawn up for each unit of the curriculum, which assumes a half term course.

Planning should be done in accordance with the Lancashire Agreed Syllabus field of enquiry, but also in addition to knowledge and skills which build towards clear goals. The central question should be 'What does it mean to be human?'. The exploration then requires the following four areas:

- **Shared Human Experience** – the nature of being human.
- **Living Religious Tradition** – principal religious traditions encountered in the world.
- **Beliefs and Values** – the theology that lies at the heart of these traditions.
- **Search for Personal Meaning** – a lifelong quest for understanding.

When planning, the key question for teachers should be ‘How will this help my pupils in their search for meaning?’

Teaching and learning activities should then be planned to show how the unit will be taught.

TEACHING AND LEARNING

All RE teaching will be carried out by the class teacher or as otherwise directed by the head teacher.

RE in EYFS contributes to the Early Learning Goal (People and Communities). It also supports progression across other areas of learning. Children begin to explore religion and worldviews in terms of special times, stories and places.

The Lancashire Field of Enquiry for R.E (plus knowledge and skills). lies at the heart of the syllabus with its central question ‘What does it mean to be Human?’. In order to support this quest, enquiry methods of learning should be employed throughout. Pupils should create questions, identify ways of finding answers (and acknowledge that sometimes there may be no answer), research into the local and wider community’s attitude towards beliefs. Pupils and teachers should investigate the big questions of life together as part of a lifelong search for understanding.

RE will be taught through a variety of teaching styles, including reflection, acting, dancing, drawing, listening, looking, miming, painting, reading, writing, singing and talking.

Children will work in a variety of groupings e.g. individual, paired, groups, class etc.

R.E. is to be taught through knowing about and understanding religions and world views (Beliefs and Values and Living Religious Traditions) and expressing and communicating ideas related to religions and world views (Shared Human Experience and Search for Personal Meaning).

Time Allocation

RE in Christ Church School will provide a minimum of 5% teaching time at both KS1 and KS2. This does not include collective worship. RE will be planned discretely and it may be possible for units of curriculum as set out in the Agreed Syllabus to be integrated with other curriculum areas but planning both mid and short term should clearly identify the point of RE delivery.

Withdrawal of Pupils from RE

There is a legal right of parental withdrawal from RE. Parents have a legal right to withdraw their child/ children from part of or the whole of the RE curriculum provided by the school.

If children are withdrawn, they will be supervised by staff and provided with a Christian curriculum experience, which is part of the whole school curriculum.

Contribution to spiritual, moral, social and cultural development of pupils

Christ Church School promotes the spiritual, moral, social and cultural development of pupils through the ethos of the school, the balanced and broad curriculum and collective worship. It is recognised that RE has a particularly important part to play in pupils' spiritual and moral development as the nature of RE will:

- Develop pupils' knowledge and understanding of, and their ability to respond to Christianity and the other principal religions present in Great Britain. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions (including ethical stances), and their influence on individuals, societies, communities and cultures.
- Develop pupils' skills of enquiry and response through the uses of distinctive language, listening and empathy. Pupils are encouraged to reflect on, analyse and evaluate their beliefs, values, practices and communicate their responses.
- Encourage children to value themselves, their families and their relationships, the wider groups to which they belong, the diversity in society and the environment in which they live.
- Encourage children to experience silence and reflection.

Equal Opportunities

All pupils have equal access to the RE Curriculum and opportunities are provided for all pupils to achieve, including girls and boys, pupils with special educational needs, pupils who are more able, pupils with disabilities, pupils from all social and cultural backgrounds, pupils from different ethnic groups and pupils from diverse linguistic backgrounds.

Special Educational Needs

At our school, we teach RE to all pupils, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. We provide learning opportunities that enable all pupils to make progress and set suitable learning challenges to respond to each pupil's different needs

Higher Prior Attainers

At our school, high expectations are set for every pupil but we refer to pupils who have previously demonstrated or have the potential to work at a level above their peers as “**Higher (Prior) Attainers**”. When assessing whether a child is a higher attainer in RE, we will consider whether pupils are confidently able to:

- demonstrate a clear and detailed knowledge about the beliefs, values and living religious traditions of a particular religion.
- transfer learning and in different contexts.
- clearly explain their understanding to others.
- independently apply skills or knowledge with a high level of confidence, showing good resilience when a task seems demanding.
- apply skills or knowledge to a range of different contexts, including other areas of the curriculum.
- demonstrate good evidence of ‘sticky learning’.

In RE, higher (prior) attainers should be given opportunities to discuss and reason, which enables them to think through more complex issues and more demanding concepts to deepen their knowledge and understanding of beliefs and values.

Contacts with outside agencies, organisations and faith groups

Christ Church will plan to establish open and positive relationships with faith communities in the locality of the school and wider community.

Health and Safety

Christ Church recognises that out of school visits are an important contribution to enrich curriculum experience and recognises an exploration of beliefs is central to visits with opportunities for pupils to meet adherents as well as visit buildings. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority’s policies on visits and excursions within and outside the local area.

We must:

- relate the objectives of the trip directly to the objectives of the unit being studied.
- observe Local Authority guidelines.

IMPACT – MONITORING, ASSESSMENT AND REPORTING OF THE RE CURRICULUM

(See Assessment, Recording and Reporting Policy)

RE at Aughton Christ Church School is assessed in a similar way to other subjects in the curriculum – developing/expected/working at greater depth.

Assessments are completed at the end of each unit of work.

Although assessment can be teacher assessment of oral work, key statements will be highlighted after each half-termly unit of work, where evidence for particular

statements has either been observed or recorded. Assessment will consider the following: Beliefs and Values and Learning Religious Traditions.

The subject development plan will be monitored, evaluated and reviewed on a regular basis.

Termly assessments will be recorded on our internal school tracking system and end of Key Stage data (Y2 and Y6) will be submitted to Lancashire SACRE at the end of the academic year.

Role of Governors/Parents

Our governors determine, support, monitor and review the school's policies. At Aughton Christ Church, we believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- holding a 'meet the teacher' evening at the start of the school year to inform parents how all subjects are taught throughout the school year.
- holding parents' evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicating how the child can develop their learning.
- disseminating information about RE learning on the school web site that all parents can access it.

The role of the subject leader

- Take the lead in policy development
 - Determine the aims of R.E. in accordance with the Lancashire Agreed Syllabus
 - To devise RE curriculum in line with requirements of Agreed Syllabus
 - Support colleagues in the development and the implementation of this curriculum
 - Support colleagues in assessment and record keeping activities
 - Monitor progress in RE (including that of different groups of children, for example, higher (prior) attainers; SEN children etc) and advise the Head Teacher on action needed
 - To provide and organise resources within the school
 - To attend relevant courses to keep up-to-date with current procedures
 - To keep other colleagues informed of professional development by sharing information
 - To liaise with other schools and agencies and faith communities when necessary
 - Keep up to date with developments in RE and disseminate information to colleagues as appropriate
 - Conduct school audits
 - Carry out walkthroughs and assess learning environments
 - Create an action planner (which is linked to the school improvement plan)
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The RE Subject Leader in school is Mrs J Frackelton
Termly monitoring and evaluation of the RE Curriculum will be carried out by the
Subject leader and feedback given to staff as a result of this.

Reviewed **September 2024**
Next Review **September 2025**

J Frackelton

