



Mission Statement

“A Caring Christian Family Where We Grow Together”

RELIGIOUS EDUCATION POLICY

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Review Date	Signed Head Teacher	Signed Director RCSAT
06/10/2018	<i>M. L. J. J. J.</i>	<i>P. B. J. J.</i>

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT

The Importance of Religious Education

To a Church school, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church school through good, well-planned and well-organized collective worship, through the example of Christian teachers, and through the quality of RE teaching.

The Way Ahead, para 4.14

1. Introduction

- 1.1.** This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Bunbury Aldersey, St Oswald's and Warmingham CE Schools. The spiritual and moral development of our children underpins all aspects of our school life.

2. Legal Requirements

- 2.1.** Bunbury, St Oswald's and Warmingham are Church of England schools, therefore Religious Education shall be taught in accordance with the Trust Deed and shall reflect the rites, practices and beliefs of the Church of England.
- 2.2.** The governing body is responsible for the subject in the school.
- 2.3.** This is delegated to the Head Teacher and the Religious Education subject leaders/coordinators on a daily basis.
- 2.4.** Following the long term plan for Religious Education in Chester Diocese Primary Schools, the majority of work in Religious Education will be based on the Christian faith with the introduction of one other major world religion – Judaism – at Key Stage 1 and the study of Judaism and Islam at Key Stage 2.
- 2.5.** Other faiths may be taught in order to compare and contrast beliefs but these are the principle religions focused on at RCSAT schools.
- 2.6.** Religious Education will be allocated not less than 5% of the timetable.
- 2.7.** In Key Stage 1 this amounts to between 40-50 minutes per week totalling 36 hours over the year.
- 2.8.** In Key Stage 2 children should be taught Religious Education for 1¼ hours per week totalling 45 hours over the year.
- 2.9.** At RCSAT schools, staff shall ensure coverage by block planning units of work for each term.

3. Withdrawals

- 3.1.** Parents have a right by law to withdraw their children from the Religious Education curriculum.
- 3.2.** In this event, the school shall undertake responsibility for the supervision of withdrawn pupils with regard to health and safety and alternative work shall be provided.

4. Aims

- 4.1.** The purpose of teaching Religious Education in school is:
 - 4.1.1.** To show pupils that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
 - 4.1.2.** To extend pupil's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
 - 4.1.3.** To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

5. Principles

- 5.1.** RCSAT schools aim, through their teaching:
 - 5.1.1.** To provide a course of Religious Education following the long term plan for Religious Education in Chester Diocese Primary Schools, appropriate to the educational needs of the pupils in our school, at their different stages of development.

- 5.1.2. To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- 5.1.3. To assist and encourage experiences of Christian life and worship.
- 5.1.4. Through study of major world religions, to encourage understanding and appreciation of the rich diversity of religious beliefs and practices in society today.
- 5.2. RCSAT schools aim to encourage pupils:
 - 5.2.1. To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
 - 5.2.2. To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
 - 5.2.3. To learn something of the religious experiences of others.
 - 5.2.4. To develop their own beliefs, values and ideals in the light of their experiences.
 - 5.2.5. To develop respect for other people, their beliefs and their life-styles.
 - 5.2.6. To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

6. Entitlement

- 6.1. In the main, Religious Education will be taught as a discrete subject although the approach may vary.
- 6.2. Religious Education in school is organized using a whole school overview. This lays out which units, or themes, should be studied by each class, based upon the long term plan for Religious Education in Chester Diocese Primary Schools.
- 6.3. Wherever possible all pupils will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship and drama workshops and visiting theatre companies also support the work of Religious Education in school.

7. Implementation

- 7.1. At present, Religious Education is taught to each class by their class teacher with the support of clergy from local churches and visiting speakers.
- 7.2. Religious Education is taught in a 'whole class' setting, but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- 7.3. Visits to local churches outside the school's parish, such as St. Mary's Cof E, Nantwich and Chester Cathedral, will be integrated into the appropriate areas of study in both Key Stages.
- 7.4. Visiting Religious Education theatre groups enable pupils to see Bible stories through drama and music.
- 7.5. At the end of each term, pupils will participate in a thematic week based upon a Christian festival or practise to encourage children's reflection.
- 7.6. A variety of teaching approaches are encouraged:
 - 7.6.1. Teacher presentations, role play, drama and storytelling.
 - 7.6.2. Questions and answer sessions, discussions and debates.
 - 7.6.3. Individual and group research.
 - 7.6.4. Photographs, pictures and maps.
 - 7.6.5. I.C.T, television, film, CD, radio, laptops and iPads to research and communicate ideas.
 - 7.6.6. Links are made with relevant articles in the Convention on the Rights of the Child.
 - 7.6.7. Mind Friendly strategies will support teaching and learning as appropriate.
 - 7.6.8. Religious Education may be integrated with other subjects as appropriate for example ICT, Philosophy for Children (P4C), History and citizenship.
- 7.7. Religious Education resources will be reviewed and updated regularly considering budgetary constraints.
- 7.8. Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- 7.9. INSET will follow the priorities identified in the School Development Plan.

8. Special Educational Needs

- 8.1. Pupils with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcomes, will be appropriate to the varying needs in the class.
- 8.2. RCSAT schools aim to meet the full entitlement of every child in the school.
- 8.3. To optimize inclusion, the pupil's differing needs for learning (including pupils with special educational needs) will be addressed through differentiated activities.
- 8.4. EHC's may support pupils who are identified as having special educational needs. These will specify differentiated learning and assessment.

9. Equal Opportunities

- 9.1. Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all.
- 9.2. It should express that all pupils are loved and valued by God as part of creation.
- 9.3. RCSAT schools aim to help their pupils to respect themselves and to be sensitive to the needs of others.

10. Resources

- 10.1. Religious Education resources are stored in labelled cupboards.
- 10.2. The school bank of resources is supplemented by loan of books and artefacts from the education library service.

11. Planning, Assessment, Reporting and Record Keeping

- 11.1. In order to show progress towards the end of Key Stages staff input levels onto SPTO termly.
- 11.2. The staff appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.
- 11.3. Records are kept online on SPTO.
- 11.4. Samples of work are kept by the Religious Education Coordinator.
- 11.5. Summative reports to parents will be made at the end of the year.
- 11.6. Long Term Planning is informed by Diocese Of Chester.
- 11.7. Staffs notate and divide the units of work from the medium term planning so that it informs the short term planning.

12. Monitoring and Evaluation

- 12.1. The Head Teacher has overall responsibility for monitoring and evaluation.
- 12.2. The R.E. Subject leaders monitor teaching and learning in R.E., across the school.
- 12.3. The R.E. Subject leaders will manage resources.
- 12.4. The R.E. Subject leaders will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- 12.5. The R.E. Subject leaders will be aware of staff development needs and encourage continuing professional development.
- 12.6. The R.E. Subject leaders will facilitate the sharing of good practice.