



Pendock CE Primary School

Be the best that you can be

PENDOCK CE PRIMARY SCHOOL Religious Education Policy

We aim to enable and encourage all those connected with Pendock school to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

Pendock Church of England Primary is a Voluntary Controlled school and therefore we deliver RE in line with the Agreed Syllabus for Religious Education in Worcestershire.

Pendock C E Primary School's vision statement, Pride in Pendock, is built upon Christian Values of generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service, truthfulness, hope, peace, love, humility, wisdom and patience and complements and enhances our mission to nurture every child and member of our school community to be the best they can be.

Aims

The Church of England vision for education is for all children to, 'Have life, life in all its fullness.' [John 10:10]. Pendock C E Primary School's ethos is built upon our Christian Values, which support our children, staff and school community to experience and enjoy life in all its fullness.

Through Religious Education at Pendock Church of England Primary School we aim that Religious Education will:-

- develop pupils' knowledge and understanding of Christianity, other principal religions, world views, religious traditions and other traditions ;
- foster personal reflection and spiritual development;
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human;
- encourage pupils to explore their own beliefs (whether they are religious or non-religious), and how these impact on personal behaviours;
- encourage pupils to express their opinions and values and build confidence and resilience
- enable pupils to build their sense of identity and belonging in their own community and as citizens in a diverse society;
- support pupils to develop respect for others, including people with different faiths and beliefs and help to challenge prejudice;
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society;
- encourage empathy, generosity and compassion.
- develop a sense of awe and wonder and mystery

- acquire investigative and research skills in order to make reasoned judgements about religious beliefs and practices
- develop and apply their cross curricular skills to the study of religious beliefs and practices
- encourage, support and promote good relationships within and between families, communities and religions

How the teaching of RE is organised

RE is delivered in a variety of ways. This includes, at times, as a discrete subject, as part of topic work, or during opportunities in other subjects where the theme/topic of discussion links.

The principle aim of Religious Education is to explore what people believe and what difference this makes to the way that they live, so that pupils gain the knowledge, understanding and skills needed to handle the questions raised by religion and belief, reflecting on their own ideas and ways of living.

The aims of RE, at each key stage is for children to:

1. make sense of a range of religions and religious beliefs,
2. understand the impact and significance of different religions and non-religious beliefs
3. make connections between different religions and non-religious beliefs

At Foundation Stage the children are learning alongside children in Key Stage 1. Therefore, when the Class is focussing on a particular unit of work from the Key Stage 1 Units of Study in the Agreed Syllabus for Education 2020-2025 so too will the children in the Foundation Stage. The children's learning is linked to the objectives set out in the Early Learning Goals.

At KS 1 children are expected to develop their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They will develop their use of and understanding of basic subject specific vocabulary and raise questions. They will begin to express their own views in response to the material they learn about and in response to questions about their ideas. During this Key Stage children will learn about Christians, Muslims and Jewish people through exploring key questions. They may also learn about other religions and world views where appropriate.

At KS 2 children are expected to extend their knowledge of religions and world views, again recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject specific vocabulary. They will be encouraged to be inquisitive and ask increasingly challenging questions about religion, belief, values and human life. They will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. During this Key Stage children will be taught knowledge skills and understanding through learning about Christians, Muslims, Hindus and Jewish people through exploring key questions They may also encounter other religions and world views in thematic units.

RE is assessed for the individual pupil. Item's of individual pupil's work can be located in RE, Collective worship scrapbook and displayed on the wall. Parents are informed of their child's outcome against age related expectations in their annual written report.

Equal Opportunities

The school believes that all children should have total access to the curriculum. The class teacher has the responsibility of providing suitable work which will challenge the children at their level/age.

Headteacher's and Governors' Responsibilities for RE within the school

As well as fulfilling their legal obligations, the governing body and Head teacher should also make sure that:

- all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE.

The right of Withdrawal from RE

At Pendock Church of England Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering withdrawal from Religious Education to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at Pendock Church of England Primary School.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents will be made aware of the learning objectives and what is covered in the RE curriculum and be given the opportunity to discuss this, if they wish.
- The school will review such a request, each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school. The school will ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.

Monitoring standards of teaching and learning in RE

The co-ordinator will monitor RE within the school through observation of children's work and behaviours during lessons; through such opportunities as Learning Walks and informal observations; through observation of teaching and learning; through discussion with teachers about planning and assessment of attainment and achievement and through feedback from Ofsted and SIAMS inspections.

The Headteacher and co-ordinator is responsible for contributing to the Church school self-evaluation process and sharing points for development with the staff, governors and inspectors through the SIAMS Self - Evaluation Framework and through the School Development Plan.

The role of the co-ordinator is to:

- arrange resources
- oversee the policy
- update equipment within a budget
- ensure there is sufficient equipment and stock to allow the effective delivery of the RE curriculum
- make staff aware of relevant courses
- identify and organise relevant staff
- support and advise with subject planning
- liaise with the Head teacher to keep them advised of developments within the subject area

Policy reviewed September 2021