

THE DINGLE PRIMARY SCHOOL

Religious Education (RE) Policy

The Importance of Religious Education

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of life and death and issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at The Dingle Primary School.

Legal Requirements

The Dingle Primary is a LA school, therefore Religious Education must be taught in accordance with the Locally Agreed Syllabus. The governing body is responsible for the subject in the school. This is delegated to the Head Teacher and the Religious Education Coordinator on a daily basis.

Following the Cheshire East Locally Agreed RE Syllabus, 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 then the study of Judaism, Hinduism and Islam at Key Stage 2. Other faiths may also be studied during 'free enquiry' units.

Religious Education will be allocated not less than 5% of curriculum time. It is expected that by the end of the summer term, foundation stage classes will be moving towards the statutory requirement for Key Stage 1.

- In Key Stage 1 the requirement is for 36 hours per year.
- In Key Stage 2 the requirement is for 45 hours per year.

At The Dingle Primary school, staff ensure coverage by block planning units of work for each term.

Withdrawals

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 In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

Aims

Every pupil has a statutory entitlement to Religious Education as it makes a distinctive contribution to a broad and balanced curriculum. Pupils should be given the opportunity to explore the role and significance of religion in society and the important beliefs and values that shape the world today. Religious Education helps pupils understand the religious experience of others and the ways in which it gives adherents a sense of purpose and meaning in their lives.

The exploration of religious education in our school:

- Supports pupils in their own search for meaning and purpose in life.
- Helps pupils develop their own beliefs, values and ideals.
- Provides a safe and secure environment for pupils to challenge prejudices and misconceptions.
- Encourages tolerance and respect for themselves and for other people.
- Enables pupils to be discerning so that they can make informed choices about systems of belief whether faith or secular.
- Encourages pupils to recognise and celebrate diversity in society.
- Enhances pupils' understanding of history, art, music, literature and the media.

It is not the intention of religious education in maintained schools to promote the beliefs or practices of any one religion or denomination.

Principles

We aim through our teaching:

- To provide a course of Religious Education within the framework of the Cheshire East Agreed Syllabus appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school:

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

Entitlement

All pupils, including those with any special educational needs and those who are more able and gifted and talented, have an entitlement of full access to the Religious Education curriculum.

This entitlement will need to take account of the physical, sensory, academic, emotional and learning needs of individual pupils in ways which acknowledge the value of their responses, contributions and achievements.

A wide range of approaches to the "Engaging Encounter with Religion" and "Reasoned Response to Religion" should be encouraged through any medium suited to the experience and ability of individual pupils.

Evidence of pupil responses to the work provided may take a variety of forms including oral, visual and written.

Teachers must take account of the requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to realise their full potential and participate effectively in Religious Education and assessment activities.

Implementation

Religious Education will be taught throughout the school. Mainly by the class teacher (or PPA cover) and may be supported from time to time by clergy from local churches and visiting speakers.

Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.

A variety of teaching approaches are encouraged;

- Teacher presentations, role play and story telling.
- Questions and answer sessions, discussions and debates.
- Individual and group research.
- Photographs, pictures and maps
- I.C.T, television, video, film, tape, CD, radio and PCs to research and communicate ideas.

Progression will be guided by the Cheshire East Religious Education Agreed Syllabus supported by documents and planning from the Cheshire East Religious Education Handbooks.

Religious Education may be integrated with other subjects as appropriate for example ICT, History and PSHE.

Religious Education resources will be reviewed and updated regularly considering budgetary constraints.

Classroom support will be welcomed under the guidance of the teacher, e.g. skilled individuals and parents etc.

Special Educational Needs

Children 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 outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school.

- To optimise inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities.
- SSPs may support children who are identified as having special educational needs. These will specify differentiated learning and assessment.

See separate SEN school policy.

Equal Opportunities

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

Health and Safety

Teachers have a copy of the School Health and Safety Policy together with the Risk Assessments Policy, which is located on the server (Staff Share) for reference to risk assessment and guidance notes. The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

Resources

Resource books are on the bookshelf outside the meeting room. Religious Education resource boxes containing artefacts and other materials are currently stored in the Year 5 & 6 practical area. Additional books and resources can be ordered in advance from the Cheshire Education Library Service.

Planning, Assessment, Reporting and Record Keeping

Under the Cheshire East Religious Education Agreed Syllabus Guidelines the statutory position is that all pupils will be assessed based on the End of Key Stage Statements informed by the Cheshire East Religious Education Handbooks.

In order to show progress towards the end of Key Stage Statements 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.

Records are kept by the class teacher, Head Teacher and the Religious Education Coordinator. Samples of work are kept by the Religious Education Coordinator.

Summative reports to parents will be made at the end of the year.

Long Term Planning is informed by Cheshire East Agreed Syllabus supported by Cheshire Primary Scheme of Work.

Staff divide the units of work from the medium term planning so that it informs the short term planning.

Monitoring and Evaluation

- The Head Teacher has overall responsibility for monitoring and evaluation.
- The RE coordinator will assist the Head Teacher by monitoring Long Term and Medium Term plans.
- The coordinator will keep a file of examples of work to demonstrate continuity and progression.
- The coordinator will manage resources.
- The coordinator will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The coordinator will be aware of staff development needs and encourage continuing professional development.
- The coordinator will facilitate the sharing of good practice.
- The coordinator will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy.

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RE Coordinator
January 2023

Approved by Chair of Governors.......... Date: 29/3/23.....

This policy will be reviewed annually.