



RELIGIOUS EDUCATION POLICY

September 2018

Signed:Chair of Governors

.....Headteacher

Next review: September 2021



Chesterton CE Primary School
Generosity Integrity Humility Compassion Respect Resilience

Religious Education Policy

In Chesterton School, R.E. plays an important role in supporting the Christian ethos of the School. The teaching of R.E. reflects our Christian values and promotes greater understanding in children of all faiths and none. R.E. has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

The legal position with regard to the teaching of Religious Education at Chesterton School

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject. However, the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Chesterton is a Church of England Voluntary Aided School. Therefore, the provision of R.E. must be in accordance with the Trust Deed of the School (1906).

Our school ethos statement: 'Recognising its historic foundation, the school will 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 levels. The school aims to serve its 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 Governors, in consultation with the Headteacher, have decided, following advice from the local diocese, to adopt the Oxfordshire Agreed Syllabus, which is supported by the Oxford Diocesan Board of Education (ODBE) Scheme of Work. This also reflects the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in June 2016. The statutory section 48 (SIAMS) inspection will evaluate R.E. and the way that it contributes to the Christian character of the school. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Purpose and Aims of R.E.

The purpose of R.E. is to teach children about religious and non-religious world-views that they may encounter in modern Britain and enable them to engage in meaningful and considerate dialogue with those of all faiths and none. This is religious literacy.

Therefore, at Chesterton School, we aim that Religious Education will:-

- **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. It should develop pupils' knowledge and understanding of Christianity as a living

faith that influences the lives of people worldwide and has helped shape British culture and heritage. It should also develop knowledge of other principal world faiths, and religious traditions that examine the above questions, fostering personal reflection and spiritual development.

- **encourage 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. R.E. should also contribute to the spiritual, moral, social and cultural development of pupils and their own spiritual and philosophical convictions. This will also build resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity, belonging and integrity**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach 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. It encourages empathy, generosity and compassion.

Objectives

Learning

In R.E., we foster a reflective approach to learning by encouraging an open and honest enquiry*, awareness of prejudice, a growing self-understanding and respect for the rights of others to hold beliefs different from their own by 'learning about religion' and 'learning from religion'. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for others, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with fundamental 'British Values'. All faiths are treated respectfully.

*Which is based around Big Questions and an investigative approach, as recommended by the Diocesan Scheme of Work and Understanding Christianity.

These two areas of learning, with their associated statements, set out the broad objectives in terms of knowledge, understanding and skills for the R.E. curriculum.

Learning about Religions

- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

Learning from Religion

- give an informed and considered response to religious and moral issues;

- reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- identify and respond to the questions of meaning within religion.

The contribution that R.E. makes to other curriculum aims -. in particular to community cohesion

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 R.E. 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

R.E. 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

R.E. makes an important contribution to a school’s duty to promote community cohesion. It 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 R.E. will promote community cohesion at each of the four levels outlined in DFE guidance.

The school community – R.E. 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 – R.E. 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 R.E. is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – R.E. involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

R.E. subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions ‘British Values’ and human rights.

Teaching and Planning

R.E. has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. Units of work are planned using the Oxfordshire Agreed Syllabus, with the support of the ODBE scheme of work. The total curriculum time for RE is between 5% and 10% and can be taught in blocked groups of lessons or regular weekly sessions. The time dedicated to R.E. is separate from the time given to Collective Worship. Christianity is taught in every year group with approximately two thirds of the time devoted to Christianity. Other religions are covered according to the syllabus; e.g. Judaism in KS1, Hinduism and Islam in KS2. Other faiths may be covered to a lesser extent. Pupils learn from and about religion while considering Big Questions which relate to 'belonging, behaving and believing'.

In order to make Religious Education a lively, active subject which enables all children to make progress, we employ a variety of teaching methods including art, music, drama, discussion, the development of thinking skills, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. In accordance with the SEND and Equal Opportunities policies and the Valuing All God's Children (2017) document, the teaching of R.E. is planned and taught so all children can engage with the subject regardless of their starting points, ability or background.

Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

Assessment, Recording and Monitoring of R.E.

Assessment in R.E. In line with the school policy on assessment and recording:

It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set. At four points in the year, each teacher will assess three examples of work to show the range of attainment across the class and include them in the Class Portfolio for that year. These assessments will be used by both the Curriculum and R.E. subject co-ordinator to track pupil progress through the school to ensure that all pupils are experiencing the correct level of progression and coverage.

Teaching, learning and assessment in R.E. is monitored, in line with foundation subjects, by the curriculum lead, subject co-ordinators and governors via classroom portfolios, work book scrutiny and teaching and learning observations according to the whole school monitoring schedule.

Resources

The R.E. subject leader will ensure that subject resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts where appropriate) and be treated with respect by all staff.

Right of Withdrawal

Pupils may be withdrawn from R.E. or part of R.E. by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998;

teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of Religious Education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe, but will not provide any work or reading material for pupils who have been withdrawn. Any concerns about the subject should be discussed with the Headteacher.