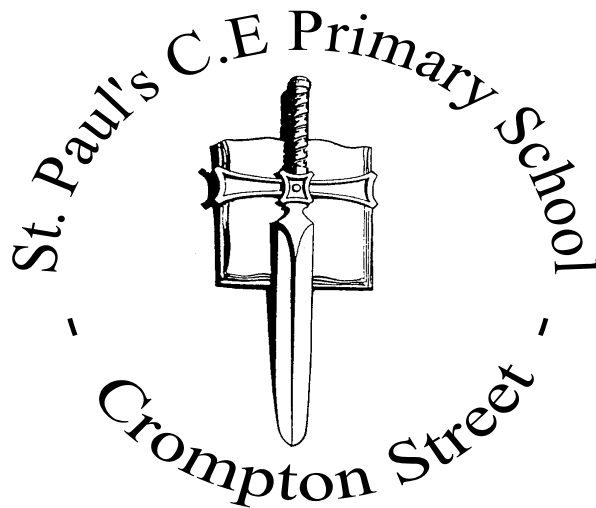


St Paul's C of E Primary School



Religious Education Policy

The purpose of R.E.

'The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that people can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'

The purpose of R.E. is to enable pupils:

- to know about and understand Christianity as a diverse global living faith through exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Aims

1. To make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts
 - explain how and why these beliefs are understood in different ways
 - recognise how and why sources of authority are used
2. To understand the impact and significance of religious and non-religious beliefs, so they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. To make connections between religious and non-religious beliefs, concepts, practices and ideas studied so they can:
 - evaluate, reflect on and enquire into key concepts and questions studied
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking
 - discern possible connections between the ideas studied and their own ways of understanding the world

Framework

There are four different sources that serve to influence the religious thinking in our primary school.

1. School collective worship
2. The church and parish
3. R.E scheme of work
4. Underlying theologically based school philosophy

School Collective Worship

These are times of 'coming together' of the whole school which are open to all who attend. Our aspiration is to provide Collective Worship that is Inclusive, Invitational and Inspiring. Our Collective Worship is underpinned by our school's vision and values. It offers opportunities, without compulsion, for pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.

Links with the church and parish

An important link with our parish church and church community is a weekly visit maintained by our parish clergy. Each Thursday, a member of the clergy speaks to the children in collective worship. The clergy also, on occasion, participate in R.E. lessons, talking about their role and the role of the church. Members of the parish community contribute the work of the school by praying, supporting school events held in church and at school and listening to readers in school each week. The school visits the church as part of their curriculum work and also uses the church for special occasions. School also contributes two trees for St. Paul's Church annual Christmas tree festival.

R.E. Scheme of work

The school has its own scheme of work, created using the Manchester Anglican Diocese R.E. Syllabus 2023. This is supported by the 'Understanding Christianity' materials and by unit plans from 'R.E. Today'.

Underlying Theologically Based School Philosophy

Possibly one of the most significant and therefore most important influences on our children, is that exerted on them by the relationships and attitudes that they experience every day at school.

Our school's Christian vision – **We Belong, We Learn, We Believe, We Achieve** is at the centre of all that we do.

We **belong** by valuing strong relationships, understanding and tolerance of others alongside building independence and self-esteem. By recognising the uniqueness of each individual, our children develop a strong sense of belonging to our school community.

We **learn** through an ambitious, deep and enriched curriculum, creating inquisitive, resilient, and adaptable learners. We encourage all our children to express themselves creatively, building a life-long love of learning.

We **believe** through fostering strong relationships with our church, community and others. We extend our understanding of our own beliefs and our awareness of our world. This is reflected through the warm, welcoming family culture that is clear upon entering our school building.

We **achieve** our full potential through a culture of the highest expectations, respect and consideration for others. Individual talents are celebrated as we are committed to continual improvement to ensure that what we do today, is even better tomorrow.

Delivery

EYFS

R.E. in nursery and reception starts with things which are familiar to the children and builds on children's interests and enthusiasm as well as their learning and development needs. Lots of hands-on activities and learning are an important part at this stage.

Floor books are used to record learning experiences and these include results of discussions, photographs and activities.

Key Stage 1 and 2:

R.E. is taught weekly dedicated lessons and through three RE themed days annually. Children are encouraged to think, discuss and reflect as part of their R.E. lessons and record in big books as well as individual learning books.

Teaching methods

The methods of delivering the R.E. curriculum are indicated on our school scheme of work.

Teachers:

- provide opportunities for pupils to raise and answer their own questions, thus developing their own minds;
- encourage children to reflect upon their own beliefs and practices;
- enable pupils to be aware of a 'spiritual dimension to their lives';
- provide first hand experiences (as far as possible) for child to explore their own faith and that of others
- use a variety of resources and activities to enhance the learning in R.E.

Assessment

Teachers use end of unit summative assessments to assess pupils progress. These include 'reflection' questions that allow children to show evidence of where the ideas they have been studying have something to say to them.

Teachers use our St. Paul's 'Assessment Expectations in R.E. Expected Standard' document which contains statements that evidence what each year group will be able to do at the expected standard.

Records

Once per term, each individual pupil's R.E. outcomes (along with the other foundations subjects) are recorded.

R.E. Monitoring and Review

R.E will be reviewed regularly, based on the school's monitoring and evaluation system. This includes a review of the scheme of work, classroom observations, scrutiny of pupil work and pupil interviews. The RE subject leader will also produce a yearly action plan in line with this.

Rights of Parents

Every pupil has a legal entitlement to R.E., which is a necessary part of a 'broad and balanced curriculum'. R.E. is inclusive and explores a range of different religious and non-religious worldviews. Parents have the right to withdraw their children from all or part of R.E. on the grounds that they wish to provide their own R.E. This provision will be the parents' responsibility.