



Westbury-on-Severn Church of England Primary School Policy for Religious Education



Introduction

RE is central to the purpose of Westbury-on-Severn CE Primary School because as a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

RE in our school explores how individuals and communities make meaning and sense of their lives through the major religions of the world as set out in Gloucestershire's Agreed Syllabus for Religious Education (AS). It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Our core Christian values of Respect, Friendship, Perseverance and Forgiveness are reinforced through the RE curriculum at our school.

Aims

At our school, RE supports and strengthens our vision, which states that: 'through our core Christian values of Respect, Friendship, Perseverance and Forgiveness, our Westbury family is one body, shaping the spirit, achieving together and learning for life, so that all may flourish as unique children of God.'

Our vision is at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE aims to enable pupils of all abilities and stages of development to:

1. develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
2. develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain as set out in each key stage according to the Gloucestershire AS.
3. understand how belief may impact on culture, relationships, values and lifestyle.
4. understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
5. develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
6. explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
7. be supported in their own search for meaning and purpose in life.
8. develop a sense of awe, wonder and mystery.
9. explore concepts love, forgiveness and sacrifice.
10. develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis

11. develop attitudes of respect, sensitivity, open mindedness and self-esteem.

Legal Framework

As an aided school, the governors have determined the RE policy and syllabus in consultation with the headteacher, teaching staff and diocesan adviser. It has been agreed that our school will adopt the Gloucestershire Locally Agreed Syllabus as the primary resource for the teaching and delivery of RE. In addition, the materials set out in the Understanding Christianity document will also be used to supplement and add value to the teaching of the theological concepts set out in this document. Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of our school, we would ask parents to discuss with the headteacher any reasons they might have for doing this.

Teaching and Learning

1. The scheme of work for RE will maintain a balance between the three strands of 'making connections', 'understanding the impact' and 'exploring belief'.
2. There will be clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
3. The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment.
4. A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
5. Pupil progress and attainment in RE will be tracked and recorded as units are covered and at least annually on the school INSIGHT tracking system.
6. Progress in RE will form part of pupils' annual report to parents
7. RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate
8. A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
9. In this school the faiths taught in RE at KS1 are Christianity Judaism and Islam and at KS2 Christianity, Judaism, Islam and aspects of Hinduism.
10. RE will be given at enough time in the curriculum to ensure that learning has breadth and depth.

Subject Leadership

1. The RE subject leader will support and monitor the subject and will receive an adequate amount of time to do this.
2. The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
3. The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.
4. The RE subject leader will regularly monitor the quality of RE teaching across the school.
5. The RE subject leader will liaise with the governor who holds responsibility for RE, so that the governing body is informed about progress and attainment in RE.
6. The RE subject leader and head teacher will ensure that the principles set out in the Church of England's Office for Education's Statement of Entitlement for RE are implemented.