

Audlem St James' C.E. Primary School



Let Your Light Shine.' Matthew 5:16

At Audlem we embrace the adventure of learning, encouraging everyone to step out further, think more deeply and become more understanding. Inspired by our Christian values, we are developing our skills, our courage and our wisdom to achieve beyond expectations and become successful learners, caring citizens and confident individuals. Through God's love, we are nurtured, we are inspired and we shine.

Religious Education Policy

Policy Schedule	Date	Signed
Written:	October 2013	
Amended & (awaiting approval) by Governors on:	Summer 2022	
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Religious Education Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Audlem St James' C.E. Primary School.

Audlem St James' is a Church of England Voluntary Controlled academy; therefore Religious Education should reflect the rites, practices and beliefs of the Church of England, based on Cheshire East Agreed Policy. The Head is responsible for the subject in the school, alongside the RE Subject Lead Mrs Burgess.

Vision and Values

At Audlem we embrace the adventure of learning, encouraging everyone to step out further, think more deeply and become more understanding. Inspired by our Christian values, we are developing our skills, our courage and our wisdom to achieve beyond expectations and become successful learners, caring citizens and confident individuals. Through God's love, we are nurtured, we are inspired and we shine.

Let Your Light Shine Matthew 5.14.16

Aims of Religious Education

The purpose of teaching Religious Education in school is to:

To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.

To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.

To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development

We aim through our teaching ...

To provide a programme of Religious Education within the framework of the Diocese of Chester Religious Education Guidelines and following the Cheshire East 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.

The Importance of Religious Education

Religious education in a Church school should enable every child to flourish and to 'live life in all its fullness' (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

The Church of England Education Office, Church of England Vision for Education: Deeply Christian, Serving the Common Good. (The Church of England Education Office, 2016).

Overview

The spiritual and moral development of our children underpins all aspects of our school life. Religious Education (RE) is an important subject at Audlem St James Church of England Primary School. It is part of the Core Curriculum and is taught in accordance with the Chester Diocesan Syllabus for Religious Education (2016), as we are required to do by law.

The RE curriculum enables pupils to acquire a rich, deep knowledge understanding of a Worldview Approach. It aims to engage and challenge our pupils through an exploration of core concepts and questions and equip them with the skills to interpret the knowledge. It is based upon 6 key sticky threads. Within R.E. we try to ensure children are able to develop their substantive, disciplinary and personal knowledge so they can explore different faiths.

God, the world, and self What do people believe about God, the world & the self?	Authority Who/what do people follow? Why? How do people interact with sources of authority?	Personal Belief How do my personal beliefs affect the way life is lived?	Marking life's journey – How does my worldview affect how I mark life's journey?	Religious/Non-religious Worldview in the wider world How does my worldview relate to	Belonging - What does it mean to belong to a Religious/ Non-religious community?
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Each concept/theme is built on progressively from Reception to Year 6. Links are also made to the national Understanding Christianity project. The concepts that are linked to the cycle of the Church's Year are **Incarnation, Salvation, Resurrection and Holy Spirit**. Each concept study includes enquiry questions and essential knowledge. **To meet the statement of Entitlement (February 2019) our main focus is Christianity**, whilst taking account of the other principal religions in Great Britain.

Every pupil has a statutory entitlement to Religious Education as it makes a distinctive contribution to a broad and balanced curriculum. Pupils should be 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:

- 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.

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. Currently pupils who are withdrawn due to parental wish are taught in a different class during RE lessons.

Implementation

Following the Diocese of Chester Guidelines (or locally Agreed Syllabus for controlled schools) for Religious Education, the majority of work in Religious Education will be based on the Christian faith with the introduction of one other major world religion.

The Agreed Syllabus must be taught from Reception and is linked to the Early Years Foundation Stage curriculum through the Early Learning Goals. Christianity is the main religion taught at this early stage, with other religions drawn on as appropriate, in order to make comparisons between different religious and cultural communities in this country and to compare life in this country with life in other countries.

<p>Reception: (3 terms)</p> <p>Christianity</p> <p>Other enquires that meet the ELG: People, Culture and Communities</p>	<p>Key Stage 1: Year 1 & Year 2 (6 terms)</p> <p>Christianity 4.5 terms or equivalent</p> <p>Judaism 1 term or equivalent</p> <p>Free choice of enquiry 0.5 term</p>
<p>Key Stage 2 Year 3 & Year 4 (6 terms)</p> <p>Christianity 3 terms or equivalent</p> <p>Islam 1.5 terms or equivalent</p> <p>Judaism 1 term or equivalent</p> <p>Free choice of enquiry 0.5 term</p>	<p>Key Stage 2 Year 5 and Year 6 (6 terms)</p> <p>Christianity 3 terms or equivalent</p> <p>Islam 1 term or equivalent</p> <p>Hindu Dharma 1 term or equivalent</p> <p>Free choice of enquiry 1 term e.g. Humanism</p>

At present, Religious Education is taught to each class by their class teacher with the support of clergy from the local church and visiting speakers.

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

Visits to local churches such as St James' C.E, Nantwich and Audlem Methodist Church, will be integrated into the appropriate areas of study in both Key Stages.

A variety of teaching and learning strategies will support teaching and learning as appropriate e.g. Kagan, Thinking skills and Philosophy for Children.

Progression will be guided by the Diocese of Chester Religious Education Guidelines supported by our school's agreed Scheme of Work linked to our Curriculum Map.

NB See separate school policies for the following:

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.

Equal Opportunities

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation. 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 full access to a copy of the School Health and Safety Policy together with the Educational Field Visits Policy. Located in the office is the Educational Visits Folder 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.

Spiritual, Moral, Social and Cultural Development

The spiritual and moral development of our children underpins all aspects of our school life and is especially important in religious education - see Spirituality Policy.

Planning, Assessment, Reporting and Record Keeping

Following the Diocese of Chester Religious Education Guidelines all pupils will be assessed in religious education throughout their primary education based on the current expectations. In order to show progress towards the end of Key Stage statements assessment in Religious Education will be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities and recorded work.

Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the coordinator and the Head Teacher.

Records are kept by the R.E. Teacher / subject lead. The Religious Education Subject Lead keeps samples of work.

Monitoring and Evaluation

The Head teacher together with the Governing body has overall responsibility for monitoring and evaluation of Religious Education.

- ✓ The R.E. Subject leader monitors teaching and learning in R.E., across the school.
- ✓ The R.E. Subject leader will manage resources.
- ✓ The R.E. Subject leader will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- ✓ The R.E. Subject leader will be aware of staff development needs and encourage continuing professional development as a priority and assesses its impact.
- ✓ The R.E. Subject leader will facilitate the sharing of good practice.

The link Governor responsible will monitor the implementation of this policy by:

- ✓ Book scrutiny
- ✓ Learning Walks

- ✓ Reviewing termly 'Subject on a page' document
- ✓ Provide Support to the teaching staff for the RE syllabus and monitor accordingly.
- ✓ Provide help and support in the setting up of appropriate reflective spaces and focus points within the school.

