



Crockern C of E Primary School

The Good Samaritan  
Helps me to be..

## 'To be the best me that I can be'

Luke 10:25 - 37

<b>Name of Policy:</b>	RE
<b>Committee:</b>	Ethos
<b>Date Ratified:</b>	
<b>Next Review:</b>	
<b>Chair of Governors Signature:</b>	
<b>Head Teacher Signature:</b>	

# Crockerne Church of England Religious Education Policy

## **Ethos statement**

At Crockerne Church of England School we aim to provide a happy, stimulating and secure environment, reflecting the school's Christian ethos where each pupil is given the challenge and opportunity to develop his/her full potential while enjoying learning and life.

We endeavour to provide an environment and ethos in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

## **Our Legal Position**

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but 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'

Crockerne Church of England Primary School is a Voluntary Controlled (VC) school therefore we deliver RE in line with the Bath and Wells Diocese's Locally Agreed Syllabus, 'Awareness, Mystery and Value (AMV)' and Understanding Christianity. Material chosen will be drawn from six major religions, namely: Christianity, Judaism, Hinduism, Sikhism, Humanism and Islam and according to the appropriate key stage. In line with the North Somerset Agreed Syllabus and the use of Understanding Christianity resources, the teaching of religions will reflect the fact that the religious traditions in Britain are, in the main, Christian and promote the values of tolerance and respect.

## **Rationale/Aims for teaching RE:**

In Religious Education at Crockerne Church of England Primary 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 develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or nonreligious), 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. This also builds resilience to anti-democratic or extremist narratives.

- **enable pupils to build their sense of identity and belonging**, 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 helps to challenge prejudice. Where possible, children will have opportunities to encounter different faiths through visits and visitors.
- **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.
- **develop a sense of awe and wonder and mystery**

**The Religious Education curriculum provides opportunities for children to develop the following skills and attitudes:-** Skills investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application, expression, self-understanding; Attitudes curiosity, fairness, respect.

**Children will have the opportunity to learn and to respond to learning in a variety of ways.** This may be through: poems, stories, reports on visits, design technology, ICT, music, drama, maths, work, discussions, display's and through their own behaviour.

**The right to withdraw.** Parents/carers may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents/carers and teachers would feel comfortable with the type of Religious Education being taught at Crockerne C of E Primary School. We encourage parents to speak to their class teacher if there is a need to action this.

## **The contribution RE 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 RE 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**

RE 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**

RE 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.

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

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

RE 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 democratic values and human rights. RE is an important subject in contribution to the schools development as a Rights Respecting School.

## **Approaches to teaching RE:**

Crockerne C of E's curriculum has been designed to invoke enquiry, nurture curiosity and creativity while connecting children's learning to the real world. We aim to provide the children a safe place to try out new things and deepen their understanding of the curriculum areas, through a 'hands on' approach to their learning. Our school values are reflected through the children becoming independent learners, who aim high and respect the Christian ethos of our school 'to let your light shine (Mathew 10:16) and becoming 'The best me I can be'. We interweave both British and Christian values through Collective Worship.

RE has an important part to play as part of a broad, balanced and coherent curriculum. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, (diocesan advice) and in schools, taking into account the need to offer breadth of content.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Our pupils have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

## **How RE is organised:**

RE is taught as a discrete subject but where possible and relevant, links will be made with REAL topics and other areas of the curriculum. We work from a 2 year cycle covering the objectives from AMV and Understanding Christianity. The Subject leads have made links between Understanding Christianity and AMV

Appendix 1 – Rolling programme of units.

The school has a number of resources to ensure delivery of the scheme of the 2 year cycle. Other resources are available from The Old Deanery at Wells

### **Assessment and Recording of RE:**

It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set. At the end of each unit of work, the class teacher uses the assessments statements of working towards / working within / exceeding expectations to make a professional judgement of the children based on the children's recorded work and their professional knowledge of the children's non recorded learning e.g drama.

The class teacher gives these results to the Subject Lead at the end of each academic year.

### **Responsibilities for RE within the school:**

As well as fulfilling their legal obligations, through book scrutiny, planning scrutiny, pupil conferencing and lesson walkthroughs, **the governing body, Head teacher and subject lead** will make sure that:

- all pupils are assessed and make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

### **The right of withdrawal from RE:**

At Crockerne Church of England Primary school we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at our school.

## **Managing the right of withdrawal**

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session