

WITTON CHURCH WALK CHURCH OF ENGLAND PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY 2024

Where Every Door is Opened and Every Gift is Unlocked.

Our Vision

Governors, parents and school staff worked together to agree a vision for Witton Church Walk Primary School which they felt was represented in the following quotation.....

'Where Every Door is Opened and Every Gift is Unlocked'

To elaborate on this...At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for 'Everyday Excellence' and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

THE IMPORTANCE OF RELIGIOUS EDUCATION

RE has a very high profile within the church school curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views* fostering respect for them.

Church of England Statement Of Entitlement For RE.

Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child's heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection.

Questful RE

WITTON CHURCH WALK CHURCH OF ENGLAND PRIMARY SCHOOL

STATUTORY REQUIREMENTS

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools must teach religious education. All schools must publish their curriculum by subject and academic year online.

As a Voluntary Aided C of E Primary School we encourage children to deepen their understanding of the Christian faith and to value the Church as a 'family'. The school prides itself on its own involvement in acts of worship (assemblies, Sunday family Services and Church Festivals). The school plays an active part in helping children 'learn from religion' by involvement in visits to care homes, armistice services, the distributing of harvest gifts, and helping others less fortunate than themselves.

Religious Education must be taught in accordance with the Trust Deed and should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Head teacher and the Religious Education subject leader on a daily basis.

Following the Diocese of Chester Guidelines for Religious Education, the majority of work in Religious Education will be based on the Christian faith with the introduction of other major world religions – Judaism – at Key Stage 1 and then the study of Judaism, Hinduism, Sikhism and Islam at Key Stage 2.

Religious Education will be allocated not less than 5% of the timetable. In Key Stage 1 this amounts to between 50 minutes per week totalling 36 hours over the year. In Key Stage 2 children should be taught Religious Education for 1 ¼ hours per week totalling 45 hours over the year.

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, alternative work will be provided.

AIMS AND PURPOSE OF RELIGIOUS EDUCATION

- Religious Education should make a distinctive contribution to pupils learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and spirit- *Life in all its fulness- John 10:10*
- To help children to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To encourage children to explore and develop their own religious, spiritual and philosophical ways of living, believing and thinking: in the light of their own experiences.
- *To engage with challenging questions of meaning and purpose raised by human existence and experience.*
- To help children to understand the religious experience and traditions of others, developing respect and understanding of other people, their beliefs and daily lived experiences. *Allowing them to develop knowledge and understanding of a range of religions and world views appreciating diversity, continuity and change within the religions and worldviews being studied.*
- To develop respect and understanding of other people, their beliefs and daily lived experiences.

WITTON CHURCH WALK CHURCH OF ENGLAND PRIMARY SCHOOL

- To help children to learn how to appreciate what is involved in both individual and corporate responsibility, so developing a sense of community and how we live with others to create a wholly integrated society.
- To promote the teaching and doctrine of the Church of England. *Understanding Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text and core disciplines which support children and young people in holding balanced and well-informed conversations about religion and belief.*
- 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.
- Education should be reflected throughout the school as we consciously strive to achieve a positive, compassionate, sharing and happy ethos, based on positive reinforcement of good behaviour and attitude.

KNOWLEDGE AND UNDERSTANDING

RE provides opportunities for children to:

- Develop their knowledge and understanding of, and their ability to respond to, Christianity and the major religions represented in Great Britain today;
- Explore concepts within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures;
- Consider questions of meaning and purpose in life;
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- Develop enquiry and response skills that deepen their understanding through the use of distinctive language, listening and empathy;
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

LANGUAGE AND COMMUNICATION

Children develop language skills through:

- Talking about their work and presenting their own ideas using and systematic writing of all kinds;
- Listening and taking part in religious assemblies and Church Services
- Studying sacred texts and stories;
- Extracting information from sources such as reference books, e-mails, the internet and from first hand experiences.

VALUES AND ATTITUDES

Children:

- work with others, listening to each other's ideas, and treat others with respect;
- have opportunities to consider their own experiences, attitudes and values, and those of other people;
- develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available.
- identify high level questions and suggest answer;
- develop their understanding of why certain things are held to be right or wrong;
- relate to moral and religious issues.

WITTON CHURCH WALK CHURCH OF ENGLAND PRIMARY SCHOOL

THE PLANNING PROCESS

During RE in key stages 1 and 2 children acquire and apply knowledge and understanding of:

- Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism
- how these religions influence individuals, communities, society and the world. As well as learning about religions, children also develop their ability to respond to what they have learnt and reflect through the use of questions.

BUILDING ON CHILDREN'S EARLIER EXPERIENCES

In nursery and reception classes children will have opportunities to find out and learn about the world they live in. These experiences are likely to include:

- learn about the beliefs and cultures of others;
- sharing the celebration of different festivals;
- hearing stories from a variety of cultural and religious traditions.

PLANNING & ASSESSMENT

- Lessons are planned around core concepts which include God News, God, Christian Community, Incarnation, Kingdom of God, Forgiveness, Salvation, Resurrection, Discipleship, Holy Spirit, Creation and World Religion.
- The three core disciplines (Philosophy, Theology and Human Social Science see Appendix 1) are incorporated into lessons to ensure a balanced RE curriculum which promotes religious literacy.
- Overarching questions for each concept are answered as part of the children's end of unit assessed piece of work. End of unit assessments are completed at the end of each unit of work (concept). This is half termly practice.
- Teachers assess this work through using the end of phase statements document and learning steps and complete an assessment achievement tracker; which help teachers make a judgement on children's attainment in RE.
- -To supplement the evidence gathered from end-of-unit assessments conducted in each class across KS2; teachers/ subject leader or head teacher will document pupil discussions concerning the overarching questions related to their assessments via a live voice recording. These conversations will be facilitated by the teacher/subject leader & head teacher, providing a safe environment for students to engage in deeper discussions and express their understanding of religious views and concepts in a balanced and informed manner.
- RE assessments are recorded half termly on concept trackers in class RE assessments folders, with a final judgement being made at the end of the school year for end of phase years (Years 2, 4 & 6)
- During the week of completing end of unit assessments linked to the overarching questions, moderation is completed termly within Key Stage teams to ensure judgements are consistent and to explore key focuses and submitted in addition to the concept trackers kept by each class teacher.

SCHEME OF WORK

Our Religious Education curriculum map ensures a seamless progression throughout all year groups, guided by an inquiry-led teaching and learning approach. We've carefully integrated elements from both Questful RE and The Understanding Christianity resource, tailoring them to meet the specific needs of our students. By maintaining a breadth and balance in our curriculum coverage, we aim to equip

WITTON CHURCH WALK CHURCH OF ENGLAND PRIMARY SCHOOL

children with the knowledge and skills necessary to become well-rounded citizens capable of engaging in informed and balanced conversations about their own faith and other world religions.

Religious Education serves as a catalyst for grappling with profound questions concerning the ultimate meaning and purpose of life, beliefs about God, the self, reality, morality, and the essence of humanity. It's through this exploration that students develop critical thinking skills and deepen their understanding of the world around them.

Learning about religion is about engaging with it in every possible way. This includes immersive experiences such as visiting places of worship, meeting followers of various faiths, and interacting with religious artefacts. In planning and delivering our curriculum, we prioritize these experiences to provide students with a rich and authentic understanding of different religious traditions. Each class will have the opportunity to visit at least one other place of worship every year, ensuring a diverse and meaningful educational experience.

Central to the success of our Religious Education program is the teacher's role in igniting students' curiosity and facilitating exploration. Through a diverse range of teaching methods and activities, teachers inspire interest and provide avenues for students to express and reflect on what they've learned.

Furthermore, our curriculum aims to equip children with the tools to navigate life's experiences and understand themselves and others, irrespective of their faith backgrounds. We recognize that everyone possesses a worldview, and Religious Education provides a platform for exploring and respecting diverse perspectives.

EVALUATION AND MONITORING

The monitoring of the teaching and learning of Religious Education is carried out through the process of school self-evaluation. This will include scrutiny of planning and children's work as well as classroom observation as appropriate to the action plan. The RE lead will also take into account the views of children through questions and regular feedback.

Progress and achievement in Religious Education is reported to parents in the annual report at the end of the school year.

- The Headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the Headteacher by monitoring Long Term and Medium Term plans.
- The RE lead will organise with staff the transition of current years RE to new classes at the start of the academic year. The previous year's work will be used then when reporting on end of key stage assessment in Year 2, 4 and 6.
- The RE lead will manage resources.
- The RE lead will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The RE lead will be aware of staff development needs and encourage continuing professional development.
- The RE lead will facilitate the sharing of good practice and be a leader of good practice.
- The RE lead will be responsible for drawing up an action plan for Religious Education and SIAMS. Generally this will be an annual plan and should be informed by this policy. It will be reviewed termly.
- The RE lead will be responsible for reviewing the REQM.

SPECIAL EDUCATIONAL NEEDS

WITTON CHURCH WALK CHURCH OF ENGLAND PRIMARY SCHOOL

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. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities. 'Our Story' targets may support children who are identified as having special educational needs. These will specify differentiated learning and assessment.

See separate SEN school policy

MARKING

In line with the school's Marking Policy.

Appendix 1

Theology

This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Theology involves investigating key texts and traditions within different religions and belief systems, exploring the ways in which they have been used as authoritative for believers and the ways in which they have been challenged, interpreted and disregarded over time. It considers the use of reason in assessing the key ideas of a religion or belief system (thus crossing over with philosophy in places), as well as exploring the significance of experience on the claims made by religious and non-religious people. Theology enables children and young people to grapple with questions that have been raised by religions and beliefs over the centuries. Thus, we argue that everyone can have something to say about these ideas and concepts and that all can be theologians.

Philosophy

This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

For many thousands of years, human beings have asked questions about meaning and existence. Around the 6th Century BCE these questions began to be systematized in religious philosophies in different areas of the world. This is the starting point for the discipline of philosophy. It is this

WITTON CHURCH WALK CHURCH OF ENGLAND PRIMARY SCHOOL

process of reasoning that lies at the heart of philosophy. Philosophy is less about coming up with answers to difficult questions and more about the process of how we try to answer them. It uses dialogue, discussion and debate to refine the way in which we think about the world and our place in it. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy. Metaphysics considers the nature of the world around us, logic investigates our process of reasoning (the way we think about ourselves and the world around us) and moral philosophy considers the nature of good and evil.

Human /Social Sciences

<p>This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.</p>
--

Engaging with the methodologies of the human/social sciences will help students investigate the ways in which religions, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on. The methodology includes listening to the voices and observing the practice of members of faith and belief communities. Considering both the strengths and weaknesses of religions and beliefs in their lived reality is a crucial element of helping pupils hold the balanced and informed conversations we hope for. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.