



Inspiring and Achieving Together

Wick CE Primary School Religious Education Policy

Wick Primary is a Church of England Voluntary Controlled school and we deliver RE in line with the South Gloucestershire Agreed Syllabus (2016-2021).

Religious Education is unique in the school curriculum in that it is neither a core 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'.

Principal aim:

To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop their own responses.

The three 'strands':

In order to elaborate on the principal aim the syllabus suggests three strands that should be used to direct teaching and inform assessment in the subject. A unit of work could focus on one of these strands or touch upon all three as long as all three strands are covered adequately over the course of a year.

1. Believing: Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Expressing: Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues

- appreciate and appraise varied dimensions of religion, including positive as well as negative impacts on society.

3. Living: Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

These aims should bring an appreciation of 'Fundamental British Values', particularly mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Approaches to teaching and learning about Religions and Beliefs

Whilst the legal term for the subject remains Religious Education this name dates back to when it meant 'a religious education' and the aim was primarily one of faith formation. In Britain today the vast majority of young people do not identify as religious and such an approach could contravene the United Nations Convention on the Rights of the Child, Article 14. For that reason the working name for the subject at Wick CEVC Primary School is '(the Study of) Religions and Beliefs' or 'R&B' for short. The aim being that the subject is seen as being inclusive for all: whilst a minority will identify as being religious all children will have beliefs. For that reason it is essential that the Study of Religions and Beliefs at Wick CEVC Primary School is impartial. The skills that teachers need to use and seek to develop in their pupils include the ability to 'bracket off' their own beliefs in order to try to develop an understanding of what it means to identify as somebody with a different worldview. This means driving for a functional religious literacy that will equip our school leavers with the ability to understand and empathise with the worldviews of others. In this way they will be able to develop a broader, richer and more holistic understanding of the diverse nature of the beliefs and practices that exist both within and across a wide range of religions and non-religious worldviews.

Methodologies and resources:

In order to address the aims outlined above it will be necessary to employ multiple methodologies in lesson planning and delivery. Whilst theology is an important part of the subject it is essential that a balance of other approaches is employed, drawing from but not exclusively, sociology, philosophy, history and anthropology.

We have units of work produced by RE Today to support the syllabus which should be used judiciously by selecting the material that is most appropriate to the needs of the class. The units of work are not the syllabus. We can also draw on ideas from the Church of England commissioned resource Understanding Christianity; particularly from the themes Creation, Incarnation and Salvation. Resources from other providers can be used including those written for the school or SACRE to support local studies.

In Key Stages 1 and 2 RE is allotted 5% of the curriculum time. In Early Years and Foundation Stage RE is statutory for all children as part of the EYFS curriculum.

When possible whole school theme days linked to the liturgical calendar can supplement the curriculum.

The use of visits and visitors is highly encouraged in order to bring a greater sense of realism and understanding. This also supports the promotion of what have been termed 'Fundamental British Values'.

In accordance with the structure of the locally agreed syllabus we have agreed that:

- EYFS study Christianity and from a range of religions
 - At KS 1 pupils study Christianity, Judaism and Islam
 - At KS 2 pupils study Christianity and two other religions or worldviews each year.
- By the end of Year 6 the children will have had the opportunity to learn about six major world religions as well as non-religious worldviews such as Humanism.

Inclusion

Teachers will be aware of, and sensitive to the distinctive needs of individual students and should try to select material appropriate to their educational needs. Children are to be encouraged to feel the freedom to follow their own conscience and sensibilities in matters of faith. For some children this may mean, for example, that drawing a picture of God might be seen as offensive. In such cases teachers must be sensitive to the background of the child and modify the content of the lesson to suit their needs.

Assessment and monitoring of RE

Assessment in key stages 1 and 2 is in line with the school curriculum monitoring cycle. Each teacher is responsible for the formative assessment of his or her pupils by using methods such as observations and conversation and marking work, and will use this to inform future short term planning. Recording assessment is aided by the use of a spreadsheet that can track the development of each pupil and help ensure that planning is at the correct level for the classes. Assessment in EYFS is ongoing through observation. The spreadsheet links to statements on the annual report to parents and will need to be update periodically throughout the year as those criteria for assessment are met.

The co-ordinator will monitor RE within the school, through a range of methods including: analysis of assessment data, work scrutiny, lesson plans, lesson observations and discussions with pupils and teachers.

The Governor responsible for RE will liaise with the RE coordinator at least twice a year to ensure that progression in the subject is being maintained and that it is being led in accordance with the needs of the school's self-evaluation process.

The right of Withdrawal from RE

At Wick CEVC Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. This dates from the 1944 settlement when RE was a confessional subject so should no longer be needed. Any parent considering withdrawing their child should contact the Headteacher initially to discuss any concerns or anxieties about the policy, provision and practice of Religious Education

at the school. Children withdrawn should have work set by their parents / guardians suitable for their own beliefs and completed in an alternative workspace if possible.

Monitoring and Review

This policy is a working policy and will be subject to regular review in practice. The school will review the process to ensure that it continues to work effectively.

Written by: Robert Cockle Date: 7/2/22

Approved by: Foundation Governors Committee Date: 18/7/22

Reviewed by: Foundation Governors Committee Date: 18/7/22

Next review:

Signed..... Date

Chair of Foundation Governors Committee