

West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire



Religious Education Policy

Date created: November 2021

To be reviewed: November 2024

Chair of Governors Signature: *Lorley Handford*

We are a community committed to providing learning opportunities for all within a framework of Christian values and practice. We achieve this through providing a broad, rich and engaging curriculum that has our school values of 'enjoy, achieve and aspire' deeply rooted within them. West Wittering Parochial C.E. Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment in every aspect of their work.

Context

West Wittering Parochial Primary school is a small, rural primary school, serving children in the age range of 4 – 11years old. We deliver Religious Education (RE) in line with the West Sussex Locally Agreed Syllabus and Diocesan statement of entitlement guidelines

West Wittering Parochial Primary school recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.

We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development. At West Wittering Parochial Primary school, we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at West Wittering Parochial Primary school will meet legal requirements by:

- Its inclusion in the curriculum of all registered pupils across the school from Reception to Year 6.
- Reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- Teaching RE in accordance with West Sussex Locally Agreed Syllabus and the Church of England RE statement of entitlement.

Aims

Our aims of RE are that pupils will:

A) *Know about and understand a range of religions and worldviews, so that they can:*

- *acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;*
- *develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;*
- *develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;*

B) *Enhance their spiritual, moral, social and cultural development by:*

- *developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;*
- *responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;*
- *reflecting on their own beliefs, values and experiences in the light of their study;*

C) *Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.*

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The time allocated for teaching RE at West Wittering Parochial Primary School is:

EYFS planned within the EYFS Framework, 1 hour per week

KS1 = 39 hours per year, (1 hour per week)

KS2 = 49 hours per year, (1 hour 15 mins per week)

RE curriculum time does not include collective worship, even when the collective worship provides a starting point for curricular work. Reflection time in classes is in addition to RE lessons. Christmas and Easter production rehearsals and performances are not regarded as RE lessons.

Our RE Curriculum

Our RE curriculum is based on the Understanding Christianity framework and the Emmanuel Project resources. Teachers use these frameworks and resources to plan and deliver high quality RE in all classes, taught by both the RE leader and class teachers throughout the school. Whilst the Christian faith is predominant in RE learning in all year groups, other world faiths are valued, respected and taught as part of our RE curriculum. As children pass through the school they will visit different faiths, other than Christianity, to broaden their understanding of world faiths.

The Emmanuel Project and Understanding Christianity framework provide a key structure for learning that helps to strengthen staff subject knowledge and provide a framework for progression and deeper thinking.

To find out more please see the RE overview of learning which can be found here.

Teaching and Learning Strategies

RE is regarded as a core subject in our school. The teaching and learning of RE should be a multi-discipline approach and RE is delivered in a cross-curricular approach. Throughout the RE curriculum, in teachers planning and in pupil books, RE will be evidenced in a wide range of different forms such as art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning.

We recognise the importance of teaching our RE curriculum in a creative, knowledge-rich, broad and balanced way. On some occasions, RE lessons may be 'blocked' to provide extended time to look at a theme or topic. Annual 'Theme' weeks allow the children the opportunities to reflect on RE themes on a grand scale, relating them to global topics/contexts and these may be studied in mixed age classes.

Resources:

We have a wide range of resources to support or RE teaching that we continue to develop. Religious Education has its own budget within the school's overall budget to ensure that it can be well resourced and regularly updates so that staff have what they need to develop quality and engaging RE lessons.

The two main resources that we have invested in are:

- Understanding Christianity – this is an online and the hard copy can be found in the staff room
- Emmanuel Project – this can be found on MS Teams

In addition to this we have a range of artefacts and resources that relate to the teaching and learning of key world faiths. These resources are generally found in the upstairs stockroom, or can

be located by the RE leader. These resources are kept respectfully in consideration to their religious value to different faiths.

Our school library has a good supply of RE books that are kept as reference books so that they can be easily accessed and used by classes and we have pupil Bibles available in our reading area should children wish to take them out and families are welcome to borrow these should they wish to. We also have a wide range of texts that offer stories from a range of different traditions. These books are accessible as either standard books, or 'big' books that can be accessed across the age range.

Termly RE staff meetings allow the subject leader time to share any new resources they have and time is dedicated to the training and development of these new resources. The RE subject leader carries out an annual audit of resources and takes the views of staff and what resources they need when compiling their annual budget bid.

Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. All children are familiar with our local church of St Peter and St Pauls, and our local clergy who regularly visit the school.

We seek opportunities for children to visit different places of worship throughout their time in school, or to have visitors from these different faiths, to support the learning of world faiths. The RE Subject leader supports staff in arranging such visits/visitors.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special educational needs and differentiation, applies to RE, as it would in any core session. Teachers are aware of the children in their classes who have SEND and they plan, teach and differentiate the work to ensure that all children are able to access learning at their individual levels. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice and this is well respected by staff and can be used to support teaching where appropriate. This of course may not relate to their general educational ability.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The progression document, based on Understanding Christianity and Emmanuel Project, provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us. RE is assessed in line with other subjects using our school tracking software, Insight, allowing the subject leader the ability to see an overview of progress across the school.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to share a copy of the planning for RE with the subject leader each half term (uploaded onto Teams).

The subject leader's role includes monitoring and evaluation of this policy in practice. Dedicated subject leader time is available for the ongoing monitoring of the teaching and learning of RE. This monitoring takes many forms, including, but not limited to, 'Book Looks', learning walks, learning environment audits, lesson observations and pupil conferences. We also maintain a 'self-evaluation' of our RE work in preparation for any scrutiny. Regular diocese visits enable further monitoring of the subject and opportunity to reflect on current practice.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development regularly as part of their leadership role. This self-evaluation will often be in line with OFSTED guidance about self-evaluation and review, as well as reviewing in line with strand 7 of the SIAMS framework. The results of this self-evaluation will be shared with the Headteacher and will be used to support school development.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. CPD courses provided by the Diocese, or other suitable training provider that are available are shared and staff are able to sign up for these. Additionally we use 'in house' CPD to support staff from within the school. The RE subject leader also attends termly local network meetings to stay up to date with all the current guidance and legislation.

Transition

We ensure that transition across key stages (including to KS3) includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

Withdrawal

RE is for all pupils and every pupil is legally entitled to Religious Education as part of a 'broad and balanced' curriculum. RE must be provided for all registered pupils in state funded schools in England. However all parents have the Human Right to withdraw their child from RE, or any part of RE, as do teachers in the teaching of the subject.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE will firstly be discussed between parent and Headteacher and then made in writing to the Headteacher with a record kept of them.

RE Link Governor: Jonathan Swindells

Named RE subject leader: Lisa Willson

Headteacher: Nick Matthews