

ST GABRIEL'S CE PRIMARY SCHOOL

Religious Education Policy



September 2022

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Our Christian Vision

Our St Gabriel's family nurtures every child to develop a sense of self belief, giving them **courage** to take risks in a bid to be the best that they can be. They develop **friendship** and **respect** for each other. They are surrounded by God's **love**, guiding them to offer **forgiveness** for those who may do wrong against them. They do this knowing that Jesus is by their side, guiding them to flourish, as they follow their chosen path.

Philippians 4:13 I can do all things through Christ who gives me strength.

Intent

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St Gabriel's CE Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as a religion that has most shaped British culture and heritage. We enable children to develop a sound knowledge of Christianity in the UK and also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions. We also support the learning and development of pupils own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Principal Aim

The principle aim of RE is 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 responses of their own.

Our curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews

The legal position of religious education

RE is for all pupils :

RE must be provided for all registered pupils in state funded schools in England, including those in the sixth form unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum.'

The requirement does not apply for children below compulsory school age.

RE is locally determined, not nationally.

A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.

Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.

RE is multi-faith

The RE curriculum drawn up by a SACRE, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Implementation

We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping the children by ability in the room and often setting different tasks for each ability group
- providing resources of different complexity, adapted to the ability of the child
- using classroom assistants to support the work of individuals or groups of children

Curriculum planning in religious education

We plan our RE curriculum in accordance with the Questful RE Syllabus recommended by Manchester Diocese. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage.

Our medium-term plans give details of each unit of work for each term. The RE subject co-ordinator keeps and reviews these plans on a regular basis.

(See RE Curriculum Overview and Medium Term planning)

Contribution of religious education to the teaching of other subjects

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Teaching religious education to children with special needs

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties.

Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment. We record the attainment grades, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. Evidence is also collated in class year scrap books to celebrate during book scrutiny moderation.

Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education.

Monitoring and review

The RE subject Lead (Headteacher) is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education formally each term through book scrutiny and class teacher observations. She is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review of Policy

Headteacher: _____

Chair of Governors: _____

Policy to be Reviewed: September 2023