

# **Winnington Park Primary School and Nursery**

## **Religious Education Policy**



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## **Religious Education (R.E.) Policy** **(To be read in conjunction with PSHE and SMSC Policies)**

### Our Curriculum Vision

At Winnington Park Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

### **CURRICULUM INTENT**

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

### **IMPLEMENTATION**

Our children learn through a creative and skills- based curriculum. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners. Topics start with a 'WOW'- an exciting experience or visitor to inspire learning. This is then followed by exciting role play areas, trips and lessons. In Key Stage 1 and Key Stage 2, each term's topic is based on either a History, Geography or Science focus.

We celebrate and value all subjects and provide opportunities to apply and practice key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks, art workshops, trips and residential.

You can find out the curriculum coverage for each year on your child's class page on this website.

### **IMPACT**

Well prepared children ready for the next stage of learning and life – happy and engaged. Evidenced through - pupil voice, school council, parliament, pupil and parent questionnaires, worry boxes, class books, displays, best books, work books, photos, website, learning journeys, charities, social media, community links, class assemblies, trips, visitors to school, welcoming new pupils.

### **AIMS AND OBJECTIVES**

Through the teaching of Religious Education (R.E.), children learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;

- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

## THE LEGAL POSITION OF RELIGIOUS EDUCATION

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral, cultural and social teaching. It also links with PSHE and SMSC. Our school RE curriculum is based on Cheshire West and Chester's Agreed Syllabus and we refer to the Essential Knowledge and Terms document as a statutory requirement. This document also includes the terms which we expect children to be accessing and applying with increasing confidence.

## TEACHING AND LEARNING STYLE

We base our teaching and learning style in R.E. on the key principle that good teaching in R.E. 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 R.E. curriculum.

Our teaching and learning styles in R.E. enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. A weekly SMSC Assembly is carried out and links with the calendar of religious festivals/world events.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Learning is supported by ICT where appropriate. Educational visits to places of worship are planned for each Year Group and visitors from different religious backgrounds come into school to share their culture with the whole school.

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.

## CURRICULUM PLANNING IN RELIGIOUS EDUCATION

We plan our R.E. curriculum using the Cheshire West and Chester Agreed Syllabus. We have a Skills and Knowledge document for R.E. following this guidance, this ensures that children are taught key knowledge, skills and attitudes as they move through school. We also have a Vocabulary Bank for each Year Group

which lists the essential terms for the children to be applying when they are learning about the different religions. A Long Term plan maps the religious education topics studied in each term during each Key Stage. R.E. is taught in a cross-curricular way where appropriate. Particular links are made with PHSE and SMSC. We aim to provide an R.E. curriculum that is rich, creative and varied, taking into account children's different learning styles.

## **EARLY YEARS FOUNDATION STAGE**

Religion and World Views in Early Years Foundation Stage (EYFS) begins with the child and allows opportunities to explore their personal experiences and questions which they have about the world around them. Opportunities for play, child initiated and adult initiated will be provided and while the content will be majority Christianity, events and festivals celebrated by the children in the cohort will be explored therefore promoting uniqueness and diversity. Work planned is cross-curricular across the seven areas of learning identified in the EYFS.

## **CONTRIBUTION OF RELIGIOUS EDUCATION TO THE TEACHING OF OTHER SUBJECTS**

### **Cross-curricular links in Literacy, Art, Drama, Music and Geography**

Religious education contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Texts that we use in Literacy encourage reflection and discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability. Themes are explored in art, drama and music. When studying a particular country, the religious beliefs of the people are often considered.

### **Information and Communication Technology (ICT)**

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

### **Personal, Social and Health Education (PSHE)**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote values and attitudes by teaching respect for others and the need for personal responsibility. By promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society. We use decision resources to support the teaching of PSHE.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

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.

### **British Values**

Through our teaching of Religious Education we provide opportunities to explore British Values. We promote an acceptance that other people have different faiths or beliefs to ourselves and that this should

be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour. We will encourage tolerance, mutual respect and positive attitudes towards diversity.

We will explore different religious codes for human life and compare these with the rule of British law. We will develop an understanding of the importance of individual liberty to choose and hold a religious or non-religious world view. We will also assist children to understand religious teachings on the rights and value of the individual and explore the importance of fairness and democracy, the rule of law and justice.

## TEACHING RELIGIOUS EDUCATION TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to the local Church, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## ASSESSING AND RECORDING

It is essential that the key knowledge, skills and attitudes that pupils are taught are monitored and tracked as they move through school. We know that children have gained the expected knowledge and understanding of other religions and worldviews through various types of formative and summative assessment, which is undertaken on a regular basis. Encouraging pupils to reflect on their own learning, as well as their own developing worldviews, is done through peer and self-assessment. Information about topics covered and children's progress is given to parents at Parent/Teacher meetings and in an annual written report.

The R.E. subject leader keeps samples of children's work, examples of planning and observations of teaching and learning. At the end of each half term Foundation Subject Assessments are completed which the subject leader collates.

## RESOURCES

We keep resources for religious education in a central store. All staff are made aware of what resources we have. These are supplemented by loaning resources from the local High School and the Educational Resource Library.

## MONITORING AND REVIEWING

The R.E. subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching and learning in religious education. S/he is also responsible for reporting back to the head teacher. S/he is responsible for supporting colleagues in the teaching of religious education and for informing colleagues about current developments in the subject.