

*An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.
Proverbs 18:15*

1. INTRODUCTION

This policy is a working document, which reflects the ethos and practice within the school in relation to R.E. It has been written with due regard to the requirements of the East Riding of Yorkshire Council Agreed Syllabus for R.E. (SACRE) and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise. The school has taken advice from the Diocese of York to ensure the correct entitlement is given.

The governing body should, in co-operation with the Head of School and/or Executive Head, determine the school's general policy and approach to R.E.

2. FUNDAMENTAL PRINCIPLES

The ethos of Woodmansey CE Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential – whatever their needs and irrespective of ability, disability, race or gender.

Through the teaching of Religious Education we aim to contribute to the development of pupils' understanding of a range of beliefs and values and to developing their knowledge and understanding of religion but follow the Church of England's beliefs and practices.

R.E. involves:

Developing a knowledge and understanding of the beliefs, practices and institutions of Christianity alongside other major world religions and exploring what effect these have on an individual's way of life.

Also children will:

- Learn about and from the life, teaching and example of Jesus Christ through the gospels
- Explore and discover Christianity locally, nationally and globally
- Recognise and learn from diversity within Christianity
- See the Christian faith in the context of religious diversity, learning about and from other major religions and beliefs in the UK
- Face the challenges of diversity with respect

R.E. involves the whole personality:

- Self understanding may be gained.
- Personal beliefs will be explored.
- Knowledge will be acquired.
- Skills will be developed.
- Emotions will be explored.

- Positive attitudes are to be encouraged

Religious education should be enjoyable and contribute to the growth of self esteem.

Objectives:

At Woodmansey CE Primary School the objectives in Religious Education are to develop pupils' understanding through:

- Beliefs and Practices
- Identity and Values
- Meaning and Purpose

Learning about religion is what pupils learn about beliefs, teachings and practices of the religious traditions of the world.

It is also what pupils learn about the nature and demands of ultimate questions, about a faith response to ultimate questions, about the normative views of the human condition and what it means to be human, as expressed in and through traditional belief systems... about the discernment and interpretation of core values, about the shaping influences of religious beliefs and values on cultural and personal histories. This type of learning might be said to be initiating pupils into an 'impersonal or public mode of understanding'.

This fosters the ability to:

- identify religious beliefs and teachings in order to give a coherent account of a believer's response to the world
- describe religious practice and lifestyles in a religious tradition and compare and contrast that with others
- explain the meaning of religious language, story and symbolism.

Learning from religion is what pupils learn from their studies in religion about themselves – about discerning ultimate questions... in their own experience and considering how they might respond to them, about discerning core values and learning to interpret them, about recognising the shaping influence of their own beliefs and values on their development as people and about the possibility of their being able to discern a spiritual dimension in their own experience, about the need for them to take responsibility for their own decision-making, especially in matters of personal belief and conduct, and so on. This type of learning might be said to result in self-awareness and personal knowledge.

This fosters the ability to:

- explore human identity, personality and experience
- reflect upon questions of meaning and purpose
- identify and respond to values and commitments in themselves and others.

3. PRACTICE

A long term plan is in place based upon the East Riding of Yorkshire Agreed Syllabus (SACRE) updated in 2016, which provides continuity and progression in the development of knowledge, awareness and respect.

Each year all the children study Christianity (75%) and one other world faith (25%). This same religion is studied across the school. This enables teachers to be trained together and to ensure the key knowledge of all teachers is secure. There is awareness and support between colleagues, classes, parents and pupils. The whole school can mark and engage in festivals and traditions of the chosen faith. The school can have shared experiences such as visiting a temple or working with a faith leader. The chosen faiths in addition to Christianity are Buddhism, Judaism, Sikhism, Islam, and Hinduism. The units of work remain those of the East Riding Syllabus; the context however always remains Christianity and/or the chosen faith. The nature of the cycle of coverage ensures that those faiths covered in Foundation Year and Year 1 are repeated in Y5 and Y6.

Religious Education is delivered wherever possible through a cross-curricular approach using a variety of teaching methods. Activities focus upon central beliefs and key practices of the relevant religions traditions. Children are given the opportunity to consider personal thoughts, feelings and beliefs.

The work that the children will cover should be seen as the beginning of a continuum in Religious Education, which will be studied throughout the child's career.

Allocation of Time:

We follow the legal requirement laid down in the Education Reform Act of 1996. Therefore, all pupils in EYFS and KS1 receive a minimum of 36 hours Religious Education per year and KS2 receive 45 hours per year. A weekly RE sessions takes place throughout the school and whole school 'faith days' complement the regular RE sessions.

Resources:

Resources are organised and kept centrally under the care of the R.E. Coordinator. It is the responsibility of each teacher to return resources to the central store after use.

Resources are upgraded each year linked to the core faith being studied in addition to Christianity.

4. MASTERY

- **What it means to achieve mastery in the subject.**

Children have a clear and confident understanding of the beliefs of different religions, enabling them to empathise with followers of those religions and to critically consider their own personal responses to them.

- What does Coherence mean in the subject?

Building on previous learning.

- What does variation mean in the subject?

The ability to debate issues of religious significance with reference to evidence and argument.

Evaluating the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Distinguishing between opinion, belief and fact.

Distinguishing between features of different religions.

The ability to explain concepts, rituals and practices.

The ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media.

The ability to work together and learn from each other.

- What does structure mean in the subject?

Learning the key features in each faith year on year using the following skills:

Observing and listening.

Asking relevant questions.

Knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner.

Knowing what may constitute evidence for understanding religion (s).

- What does fluency mean in the subject?

Making the association between religions and individual, community, national and international life.

Identifying key religious values and their links with secular ones.

- What does “making connections / logical reasoning” mean in the subject?

The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.

Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.

The ability to see the world through the eyes of others and to see issues from their point of view.

Making the association between religions and individual, community, national and international life.

The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.

Key Concepts

- Beliefs, teachings and sources
- Values and commitments.
- Practices and ways of life.
- Expressing meaning.
- Identity, diversity and belonging.
- Meaning, purpose and truth.

5. SEND

All pupils have access to the R.E. curriculum, subject to differentiation according to their individual needs and in accordance with the school's S.E.N.D policy.

6. EQUAL OPPORTUNITIES

The R.E. curriculum will be delivered to all pupils, regardless of age, gender, ethnicity, disability or ability, subject to guidance and recommendations set out in the school's Equal Opportunities policy.

Rights of withdrawal

*Parents have the right to withdraw their child from all or part of religious education.
Teachers also have a right of withdrawal from teaching religious education.*

Requests for withdrawal should be made through the Headteacher.

7. ASSESSMENT AND RECORD-KEEPING

Evidence of work will be recorded through Short Term Planning, examples of pupils' work, photographs, displays of pupils' work and lesson observations.

Pupils' involvement and progress will be monitored and reported to parents through consultation evenings and annual reports. The reports will state whether pupils have met or exceeded the targets exemplified in the East Riding Syllabus; units of work.

Guidance is given in each unit of work regarding the focus for assessment of pupils' progress. Records are kept highlighting pupils who have exceeded or not achieved the clear objectives. Master recording sheets are found in the Assessment Policy. FLiC is also used to make judgements of pupils' attainment.

8. INSET

The R. E. Co-ordinator will organise INSET for the staff to ensure that colleagues are able to inspire children through R.E and are confident in their own knowledge of other faiths being studied.

9. THE ROLE OF THE R.E. CO-ORDINATOR

- 1: To monitor and evaluate practice by aiming to:
 - a) Be aware of current classroom practice and evaluate this against school aims and values.
 - b) Discuss needs and concerns with colleagues.
 - c) Look at R.E. Policy in the light of the locally agreed syllabus and national recommendations.
 - d) Keep the Headteacher aware of standards of achievement.
 - e) Encourage innovation in the organisation and delivery of R.E.

- 2: To organise resources through negotiation and agreement with colleagues by:
 - a) Carrying out a resources audit and monitoring and organising these resources.
 - b) Establishing criteria and priorities for selecting resources.
 - c) Ordering new resources, taking into consideration budget restraints and the school's purchasing policy as outlined in the School Development Plan.

- 3: To support other members of staff by aiming to:
 - a) Demonstrate good practice, commitment and enthusiasm.
 - b) Be involved in INSET and organising INSET for colleagues.
 - c) Plan and lead curriculum development meetings, as negotiated and agreed in the School Development Plan.
 - d) Advocate Religious Education and maintain its profile as detailed in the School Development Plan.
 - e) Advise on assessment and recording for Religious Education.

- 4: Communicate school policies and practice by:
 - a) Writing and reviewing curriculum policies in consultation with other staff and appropriate outside agencies as negotiated and agreed in the School Development Plan.
 - b) Liaising with other Curriculum Coordinators. Assisting colleagues in planning and delivery of the curriculum area where appropriate to do so.
 - c) Talking to parents about school policies and practices, in particular Religious Education.
 - d) Talking to Governors about school policies and practices, in particular Religious Education. Introducing governors to curriculum policies as appropriate at Governors' Meetings and through liaison groups and working parties.
 - e) Preparing the necessary documentation for talking to Inspectors during an Inspection Period.
 - f) Maintaining the Curriculum Coordinator's file to provide evidence of school development.
 - g) Keeping up to date with developments in Religious Education.
 - h) Overseeing extra-curricular activities that relate to Religious Education.

To whom responsible:

The Executive Headteacher/Head of School has the overall delegated responsibility of the school and as such the coordinator is directly responsible to him/her. However, as a Curriculum Coordinator, one is responsible to all members of staff to support one another and share in the corporate responsibility of the school.