



Pauntley C of E Primary School

Religious Education Policy

School Mission Statement

“Through our Christian values, the love and care of our communities and a willingness to succeed; we endeavour to create a learning journey that gives children a soaring belief in themselves to reach their full potential as they grow in to active citizens of the 21st century.”

RE at Pauntley explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life.

RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum at Pauntley CE Primary School.

Aims

At our school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
- Understand how belief may impact on culture, relationships, values and lifestyle.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
- Be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery.
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

Legal Framework

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'. Pauntley CE Primary School is a Church of England Voluntary Controlled School and the Governors, in accordance with the Head Teacher, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022

School Approach to Religious Education

In line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views. A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils. As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

Organisation & Time Allocation

In accordance with the structure of Gloucestershire Agreed Syllabus we have agreed that:

- In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year either discretely or as part of a theme.
- At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year either discretely or as part of a theme.
- At Key Stage 2 pupils study Christianity, Judaism, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year either discretely or as part of a theme.

Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2020 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

School reports are sent home in the summer term of each year and the RE report is written with reference to pupils' individual work.

Responsibilities for RE in School

The subject leader is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as Understanding Christianity
- Supporting and clarifying approach to planning, delivery and assessment
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around Strand 7

The Head Teacher and Governors make sure:

- All pupils make progress in achieving the learning outcomes of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- Teachers newly appointed to church schools are provided with support to enable them to become effective teachers of RE
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress

The Right of Withdrawal from Religious Education

At Pauntley CE 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. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the headteacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

Managing the Right of Withdrawal

RE has a part to play in helping children to learn about the rich ethnic and cultural diversity found in this country and the wider world. RE is also about a valuable means of exploring attitudes towards the roles of women and men. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed

Opportunities for spiritual development include:

- Exploring questions of meaning and purpose about what it is to be human and to live fully.
- Exploring the insights, beliefs and teaching of faith traditions.
- Responding to the challenging experiences of life, death, suffering, goodness, evil.
- Exploring beliefs and values through stories, celebrations, rituals and practices.
- Being aware of things other than the material and physical.

This policy will be reviewed annually.