

# Ireleth St Peter's CofE Primary School (ISP)

## RELIGIOUS EDUCATION (RE) POLICY



### **Policy Rationale:**

Ireleth St Peter's is a Church of England Voluntary Aided School. We believe that RE both supports and strengthens our aims in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child (spiritually, morally, socially, culturally and intellectually) is reflected in the RE curriculum.

### **Aims:**

At Ireleth St Peter's we aim to:

- Develop a sense of belonging to our Church and community.
- Promote an understanding of what it is like to be a member of the Christian church.
- Develop an understanding of beliefs, values and traditions of other major world religions and cultures found in Britain.
- Help our children to have respect for other people's views, again celebrating the diversity in society.
- Encourage an ability to make reasoned and informed judgements about religious and moral issues.
- Develop each child's awareness of fundamental questions of life and how religious practices and philosophical teaching can help them understand their own thoughts, feeling and ideas.
- Encourage the children to ask questions, reflecting on their own thoughts and feelings and to develop their understanding of biblical theology through religious enquiry.

### **The legal position of Religious Education:**

Our school RE curriculum meets the requirement of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have 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 part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on a scheme of work called Understanding Christianity and meets the requirements set out in that document.

### **Teaching and Learning:**

Specific areas of learning in RE can be identified:

- a) attitudes
- b) skills
- c) experience
- d) knowledge

Much of this learning is acquired implicitly through the everyday relationship between staff and children and may be imparted when no specific religious content is intended; some will be explicit through carefully planned teaching.

### Attitudes:

These are implied in the whole organisation and ethos of the school. However, specific RE has a particular role to play. Many attitudes we want the children to develop are exemplified in religious teaching. These need to be related to the children's own experience so they can develop their understanding.

- a) Attitude to self: the uniqueness and equal value of every person before God and his love for each one of us.
- b) Attitudes to others: an appreciation and acceptance of others, sensitivity to their needs, respect for their views.
- c) Attitude to the physical world: respect and care for the environment as God's creation.
- d) Wonder and awe: God's gifts, God's purpose for us, a reverence for life.
- e) Attitude to learning: a curiosity to know more, to understand better, a determination to realise potential. A growing responsibility for our work, a sense of satisfaction and achievement.

### Skills:

- a) To think and act responsibly.
- b) To ask questions.
- c) To examine evidence and make judgements.
- d) To respond sensitively to the needs of others.

### Experience:

It is important to give the children a range of experiences which will help their religious understanding. Evidence of monitoring experiences can always be found in the subject leader file.

### Knowledge:

The areas of knowledge through which children acquire their religious understanding, skills and attitudes are contained in the themes set out in schemes of work. The knowledge is acquired through the roles of the teachers, the clergy and in the availability and use of resources.

### **Curriculum Planning:**

As referred to earlier, the Understanding Christianity planning scheme is followed. This is a substantial resource to support the teaching of Christianity in Religious Education.

The key purpose of this project is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

This scheme of work aims to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

Through delivering this scheme of work, teachers are supported in developing their own knowledge and understanding of Christianity theology to be able to teach with confidence.

Wherever possible we adopt a cross curricular approach to our teaching of RE. Links will be identified between RE and other subjects and will be detailed in planning. Cross- curricular skills (communication, study skills, problem solving, ICT) will also be included. Christianity underlies our school values and work in PSHE.

Example yearly overview:

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dolphin	<p>UCKS1: Creation: Who made the World?</p> <p>WR: Judaism-Rosh Hashanah</p>	<p>UCKS1: Incarnation: Why does Christmas matter to Christians?</p> <p>WR: Sikhism -Guru Nanak Birthday</p>	<p>UCEYFS: Creation: Why is the word 'God' so important to Christians?</p> <p>WR: Buddhism- Nirvana Day</p>	<p>UCEYFS: Salvation: Why do Christians put a cross in an Easter garden?</p> <p>WR: Sikhism-Vaisakhi</p>	<p>CD:What are special stories?</p> <p>WR: Islam-Eid Ul-Fitr</p>	Review
Whale KS1/ Y3	<p>CD: What do sacred writings teach about leaders 2a?</p> <p>WR: Judaism-Rosh Hashanah</p>	<p>UCLKS2: Incarnation: What is the trinity?</p> <p>WR: Sikhism -Guru Nanak Birthday</p>	<p>UCLKS2: Gospel: What kind of world did Jesus want?</p> <p>WR: Buddhism- Nirvana Day</p>	<p>UCKS2:Salvation: Why do Christians call the day that Jesus died Good Friday?</p> <p>WR: Sikhism-Vaisakhi</p>	<p>CD:What do sacred writings teach about leaders 2b?</p> <p>WR: Islam-Eid Ul-Fitr</p>	Review
Shark Y4/ UKS2	<p>UCKS2: Gospel What would Jesus do?</p> <p>WR: Judaism-Rosh Hashanah</p>	<p>UCUKS2: Incarnation Was Jesus the Messiah?</p> <p>WR: Sikhism -Guru Nanak Birthday</p>	<p>UCUKS2: Salvation What difference does the resurrection make for Christians?</p> <p>WR: Buddhism- Nirvana Day</p>	<p>UCUKS2: Kingdom of God What kind of king is Jesus?</p> <p>WR: Sikhism-Vaisakhi</p>	<p>CD: What is important for different faiths in their places of worship (Buddhism)</p> <p>WR: Islam-Eid Ul-Fitr</p>	Review

Alongside Christianity, other religions are taught in order to ensure children are aware of the diverse modern Britain we live in today.

### Religious Education (RE) and Inclusion:

At Ireth St Peter's we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE 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. Classroom organisation, teaching materials, learning styles and differentiation are incorporated into our assessment process. This ensures that our teaching is effective and matched to the child's needs.

It is also recognised that RE has a unique role to play in the building of individual pupils self-esteem, that through role-play, drama and art work and discussion groups it is the aim of the school that all pupils find a means to relate to the subject.

### Assessment, Record Keeping and Reporting:

Through activities such as discussion with pupils, group activities, marking and guiding their work, displaying work, asking and answering questions and observations, teachers are continuously assessing and finding out about the children's achievements. Formal assessment takes place every half term in the form of assessment grids completed using the RAG rating system. The assessment outcomes are taken directly from Understanding Christianity. RE is reported on at Parent's Evening twice a year and formally within end of year reports for parent/carers.

### Resources:

- Understanding Christianity
- Carlisle Diocesan Syllabus.
- Values for Life planning folder.
- Prayer tables throughout school
- A selection of children's Bibles.
- Reference books- kept in the library.
- Photographs and pictures.
- A wide range of religious artefacts
- Candles

**Role of the Subject Coordinator:**

- To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
- To advise and encourage the staff in planning, keeping them abreast of new developments through INSET activities, both in-house and county run courses.
- To keep personally up to date with current issues and developments across the county and national.
- To monitor and maintain resources.
- To liaise with the Governors and the Headteacher.

This policy will be reviewed annually

Signed:  
Ellie Saunders  
Subject Leader

Date: 04/09/2022

Signed:  
Rachael McFarlane  
Headteacher

Date: 04/09/2022

**Review Date:** September 2023