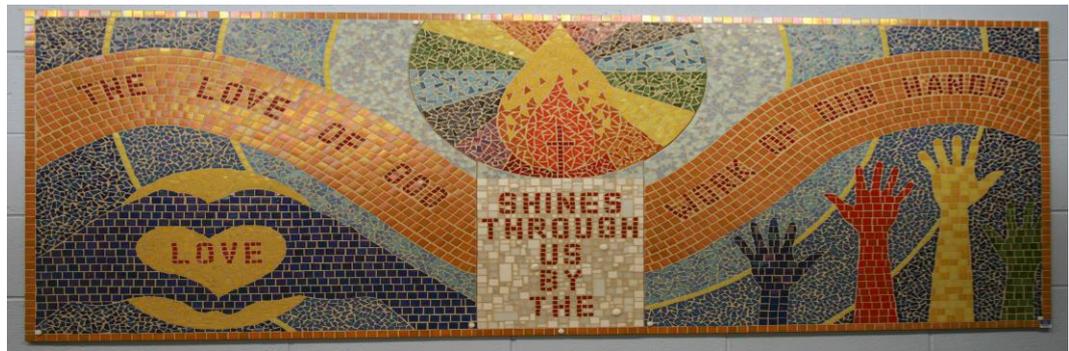




Norley CE Primary School



Religious Education Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)



Religious Education Policy

The Importance of Religious Education

To a Church school, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church school through good, well-planned and well-organized collective worship, through the example of Christian teachers, and through the quality of RE teaching.

The Way Ahead, para 4.14

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

(Religious Education the non-statutory national framework)

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

(Cheshire Agreed Syllabus 'Encounter and Response')



Religious Education Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Norley CE Primary School.

The spiritual and moral development of our children underpins all aspects of our school life.

Legal Requirements

Norley CE Primary School is a Church of England Aided school, therefore Religious Education must be taught in accordance with the Trust Deed and should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Headteacher, who is also the Religious Education subject leader/coordinator, on a daily basis.

Following the Diocese of Chester Guidelines for Religious Education, the majority of work in Religious Education will be based on the Christian faith with the introduction of one other major world religion – Judaism – at Key Stage 1 and then the study of Judaism, Hinduism and Islam at Key Stage 2.

Religious Education will be allocated not less than 5% of the timetable. In Key Stage 1 this amounts to between 40-50 minutes per week totalling 36 hours over the year. In Key Stage 2 children should be taught Religious Education for 1 ¼ hours per week totalling 45 hours over the year. At Norley CE Primary School, staff ensure coverage by block planning units of work for each term.

Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

Aims

The purpose of teaching Religious Education in school is to:

- To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

Principles

We aim through our teaching:



- To provide a course of Religious Education within the framework of the *Diocese of Chester Religious Education Guidelines* appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school:

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences.
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

Entitlement

- In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example in Key Stage 1 it may be more appropriate to integrate some areas of the Religious Study programme into a general topic with a thematic approach.
- Religious Education in school is organised using a whole school overview or plan. This lays out which units, or themes, should be studied by each year group. The Chester Diocesan RE Syllabus Primary Scheme of Work is used, supported by the Understanding Christianity resource materials.
- Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship and drama workshops and visiting theatre companies also support the work of Religious Education in school.

Implementation

- Religious Education will be taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.



- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to local churches such as Norley St John's and the Norley Methodist Church.
- A variety of teaching approaches are encouraged:
 - Teacher presentations, role play and storytelling.
 - Questions and answer sessions, discussions and debates.
 - Individual and group research.
 - Photographs, pictures and maps.
 - I.C.T, television, video, film, tape, CD, radio and PCs to research and communicate ideas.
- Mind Friendly strategies will support teaching and learning as appropriate.
- Progression will be guided by the Diocese of Chester Religious Education Guidelines supported by the Chester Diocese Scheme of Work.
- Religious Education may be integrated with other subjects as appropriate for example ICT, History and PSHE.
- Religious Education resources will be reviewed and updated regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- INSET will be included with the Strategic School Improvement Plan.

Special Educational Needs.

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimise inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities. Personalised plans support children who are identified as having special educational needs. These will specify differentiated learning and assessment.

See separate SEN school policy

Equal Opportunities

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.



Health and Safety

Teachers have a copy of the School Health and Safety Policy together with the Field Visits Policy. Located in the office is the Educational Visits Folder for reference to risk assessment and guidance notes.

The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

Resources

Resources are stored in staff room. Religious Education Resource boxes containing artefacts and other topic materials are currently stored in the staff room. Each class teacher has a copy of the scheme of work and resources relevant to their year group in their classroom. An audit of Religious Education Resources is outlined in the Religious Education Action Plan.

Planning, Assessment, Reporting and Record Keeping

- Under the Diocese of Chester Religious Education Guidelines the statutory position is that all pupils will be assessed based on the level expectations informed by the Chester Diocese Scheme of Work.
- In order to show progress towards the end of Key Stage levels the staff appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.
- Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the coordinator and the Headteacher.
- Individual Pupil Progress is reported to the HT termly.
- Records are kept by the class teacher, Headteacher who is also the Religious Education Coordinator. Samples of work are kept by the class teachers.
- Summative reports to parents will be made at the end of the year.
- **Long Term Planning** is informed by Diocese of Chester Religious Education Guidelines, supported by chester Diocese Primary Scheme of Work and Understanding Christianity.
- Units of work from the **medium term planning** inform **short term planning**.

Monitoring and Evaluation

- The Headteacher has overall responsibility for monitoring and evaluation.
- The coordinator/RE subject leader will monitor Long Term and Medium Term plans.



- The coordinator will keep evidence of examples of work to demonstrate continuity and progression.
- The coordinator will manage resources.
- The coordinator will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The coordinator will be aware of staff development needs and encourage continuing professional development.
- The coordinator will facilitate the sharing of good practice.
- The coordinator will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy.

This Policy is to be reviewed every two years by the Governing Body.

Signed: *Helen Kelly* **Headteacher**

Date: 21st May 2019

Signed: *Paul Corbishley* **Chair of Governors**

Date: 21st May 2019

Policy agreed date: 21st May 2019

Policy to be reviewed: 21st May 2021