



## **William Law C E Primary School**

### **Religious Education Policy**

Policy shared with staff on [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 16<sup>th</sup> October 2019

Signature: Kristian Toms

Policy to be reviewed on: October 2020

*This policy is written in line with the Christian values and ethos of our school.*

Show me your ways, O Lord,  
teach me your paths;  
guide me in your truth and  
teach me,  
for you are God my  
Saviour,  
and my hope is in you all  
day long.

Psalm 25, v 4 & 5

### A summary of Religious Education

Religious Education helps children interpret the world in which they live.  
It enables children to reflect on life's big questions.

## **POLICY FOR RELIGIOUS EDUCATION**

### Contents

1. Introduction
2. Principles
3. Aims and Objectives
4. The Right to 'opt out'
5. Role of the RE Co-ordinator
6. Time allocation
7. Strategies for Teaching Religious Education
8. Reporting to Parents
9. Resources
10. Policy Revision

## **1. INTRODUCTION**

This policy document is a statement of the aims, principles, objectives and strategies for the teaching and learning of Religious Education at William Law C E Primary School.

## **2. PRINCIPLES**

It is stated in the school's Trust Deed that 'Religious Education and Religious Worship shall be in accordance with the faith and practice of the Church of England'.

Although the majority of our teaching of Religious Education will be within the context of Christianity; there will be opportunity for children to learn about other major world religions and humanism.

As a church school, Religious Education is an important part of the life of the school and is intrinsically linked to school ethos, values and worship.

As stated in the Peterborough Agreed RE Syllabus '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. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other worldviews that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as the influence of religion on individuals, families, communities and cultures.

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith, and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging. It enables pupils to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faith and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.'

## **3. AIMS AND OBJECTIVES**

We share the aims set out in the Peterborough Agreed Syllabus, which are to enable pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom
- Develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures
- Develop positive attitudes of respect towards other people who hold views and beliefs different from our own; living in a society of diverse religions

- Develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in Peterborough and the United Kingdom
- Enhance their spiritual, moral, social and cultural development by:
- Developing awareness of the fundamental questions with reference to the teaching and practices of religions and other belief systems, relating them to their own understanding and experience
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study

#### **4. THE RIGHT TO 'OPT OUT'**

Under the 1944 Education Act parents have the right to withdraw their children from Religious Education. Parents are asked to speak to the Headteacher before a final decision is made.

All full-time teachers appointed to William Law will have indicated at interview that they are willing to teach Religious Education. It is therefore not expected that members of teaching staff will wish to opt out of teaching this subject.

#### **5. ROLE OF RE CO-ORDINATOR**

To be responsible for STRATEGIC DIRECTION AND DEVELOPMENT by:

- 5.1 developing and implementing policies, schemes of work and practices for Religious Education
- 5.2 contributing to the School Development Planning process
- 5.3 creating a climate which enables other members of staff to develop and maintain a positive attitude to Religious Education
- 5.4 analysing and interpreting relevant national, local and school data, research and inspection evidence, and thereby to inform policies and practices and expectations
- 5.5 monitoring and evaluating progress made in achieving subject plans

To be responsible for LEADING and MANAGING STAFF by:

- 5.6 being a good role model in the teaching of Religious Education
- 5.7 communicating clear expectations of what is to be taught and what children should achieve in their learning
- 5.8 monitoring teacher's planning, pupils' learning and their performance
- 5.9 taking a key role in staff development and training in Religious Education
- 5.10 ensuring that staff new to the school are given clear guidance about policy, practice and expectations in the subject
- 5.11 ensuring that the headteacher, team leaders, and governors are kept informed about developments as well as on-going work

To be responsible for the EFFECTIVE DEPLOYMENT OF RESOURCES by:

- 5.12 establishing resource needs for the subject and advising the headteacher of the spending priorities
- 5.13 with assistance from support staff, ensuring that existing resources are in good order and readily accessible
- 5.14 with assistance from support staff, keeping an inventory of existing resources

## **6. TIME ALLOCATION**

Reception	Incorporated into Foundation Stage curriculum	
Years 1 and 2	<del>45 minutes per week</del> 90 minutes per fortnight	30 hours per year
Years 3, 4, 5 and 6	<del>45 minutes per week</del> 90 minutes per fortnight	30 hours per year

## **7. STRATEGIES FOR TEACHING RELIGIOUS EDUCATION**

Religious Education is taught as a separate subject but can be cross-curricular. For planning purposes we use a scheme of work linked to the Peterborough Agreed Syllabus and the new "Understanding Christianity" resource. At William Law School an enquiry based learning approach is used, with key questioning.

## **8. REPORTING TO PARENTS**

Information on an individual's progress in Religious Education is included in the report which is given each year to parents

## **9. RESOURCES**

Resources form a vital role in the teaching of RE and teacher should make use of the following:

- Links with local people and places
- Links with children within school from different religious communities
- Religious artefacts
- Website addresses
- Interactive whiteboard resources
- Powerpoint presentations
- Children's books
- Teacher's resources
- Sue Ward, Advisor for Religious Education, Cambridgeshire County and Peterborough City Council
- The Diocese of Peterborough

## **10. POLICY REVISION**

This policy will be reviewed on a regular basis.

Any policy change must first be agreed by the Governing Body after consultation with the Headteacher and teaching staff.