

ST GEORGE'S CE VA PRIMARY SCHOOL

Religious Education Policy



Reviewed: Autumn 2023

Next Review: Autumn 2024

Aims

St. George's CE (VA) Primary School strives to ensure all members of our school community 'Live Learning; Love Learning enabling our community to live life in all its fullness', and we believe our RE curriculum plays a significant part in enabling that to happen. Religious Education at our school aims to:

- Provoke challenging questions about the meaning and purpose of life, beliefs, faith, the self, issues of right and wrong, and what it means to be human.
- It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- Encourage pupils to explore their own beliefs
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society which should be celebrated
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity, compassion and moral reflection
- Develop a sense of awe, wonder and mystery

We recognise and encourage our pupils to make links between their learning in RE and other areas of the wider curriculum. This policy should therefore be read alongside additional relevant policies, including our Spirituality Policy.

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgments and for evaluating different types of commitment to make positive and healthy choices.

Teaching and Learning

The RE curriculum at St. George's CE (VA) Primary School is planned to ensure aspirational progression from Early Years through to Year 6. We adhere to the Dorset Agreed Syllabus and use the planning resources of Understanding Christianity and RE Today when planning units of work. Lessons are taught weekly and prioritise opportunities to assess pupils' current knowledge, introduce new information, make links between concepts and share individual understanding of the learning objectives. Our teaching enables pupils to extend their own sense of values and promotes their spiritual growth and development. Teaching allows children to use their own experiences of religious traditions to develop their theological thinking. Tangible experiences, including exploring artefacts and/or visiting local places of worship are planned into units of work where it is felt such learning opportunities would enhance provision.

We believe that learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential. Exploring the concepts of religion and belief and their roles in the spiritual and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide targeted learning opportunities for all children by applying teacher assessment with carefully planned tasks and during lessons, allowing tasks which are open-ended and can have a variety of responses.

Our RE curriculum overview can be found on the school website. Formative assessment is used throughout all RE lessons in order to ensure responsive teaching where feedback enables learning to progress. In addition, teachers complete half termly summative assessments of pupils' theological knowledge.

Inclusion and Equal Opportunities

We set high expectations and provide opportunities for all learners to achieve success in Religious Education regardless of culture, race, gender, ability or disability. Teachers persevere in overcoming any potential barriers to learning for individuals and groups and respond to learners' diverse learning needs by planning approaches to teaching and learning in Religious Education so that all learners are given equal opportunities, set suitable learning challenges and can take part in lessons fully and effectively.

Community cohesion

RE makes an important contribution to a school's duty to promote respectful community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. This too links intrinsically with our school vision to enable the whole community to '**Live life in all its fullness**'. This sense of citizenship stems from the school community, the village of Langton Matravers and beyond into the U.K. and its place in the world.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Responsibilities for RE within the school (Headteacher and LGB)

As well as fulfilling their legal obligations, the local governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives 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 regular and effective opportunities for CPD
- teachers are aware of R.E.'s contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion and British Values.
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents/carers on the RE curriculum
- R.E. is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE
- Monitoring outcomes by the RE Lead will feed into the SIAMS self-evaluation process