



Mepal and Witcham C. E.
Primary School

Religious Education Policy

Vision

Children are valued individuals at the heart of everything that happens. A Christian ethos and British values are promoted and celebrated throughout the school as children learn through diverse, creative and spiritual activities. Everyone is encouraged to succeed and enabled to become an independent world ready learner.

Introduction

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the Agreed Syllabus. Particularly relevant to our school is the aim which states:

'Religious Education should help pupils to develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs.'

Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of RE comprises 10% of the curriculum timetable as required by the Agreed Syllabus for Cambridgeshire. We use the Understanding Christianity Materials produced by RE Today Services as our Core Scheme.

Parents are informed in the school prospectus that they have the right to withdraw their pupils from religious education. Parents who choose to withdraw their children from Religious education lessons are required to state this in writing annually to the Head teacher.

Updated April 2020

We believe that it is the responsibility of the parents who have chosen to withdraw their children from school RE to provide acceptable alternative religious education work for their children to do during RE lessons. We expect that this work will be discussed with the class teacher so that these children can be fully included, and their alternative work linked to what the rest of the class is learning.

The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Agreed Syllabus for Cambridgeshire. RE is taught in half-termly units.

Teaching and Learning

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning *about* Religion and belief
2. Learning *from* Religion and belief

Learning about religion and belief includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion and belief is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of

worship. We try to ensure that children have at least one local RE visit every year.

Through RE, children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects. In particular, we are developing links with literacy, history, geography, art and ICT.

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious education also strongly supports British values introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Recording, Marking,

Children's work and contributions are recorded in a variety of ways including teacher observations and formalised recording in books and in displays. Work is marked in accordance with the marking policy.

Assessment and Reporting

Pupils are assessed using The 'Assessment tool' for key stage 1 and 2 from the agreed syllabus 2018-2023. This tool gives clear, progressive statements for AT1 and AT2 of the syllabus for each year group and should inform all assessments in RE. Pupils in KS2 will have the statements copied and stuck in the front of their RE books for self-evaluation / reference purposes.

Teachers will plan and assess one key assessment piece per unit or enquiry. Data from these assessments will be placed on Pupil Assett half termly. Allowing an overall judgement to be made at the end of each school year.

SACRE will be asking for data at the end of KS1 and KS2 and this will be asked for using the vocabulary of: working towards, working at or exceeding. This data will be taken from the information on Pupil Assett.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary.

A variety of resources are available within the school for use by the staff

Policy Reviewed April 2020 to be reviewed April 2023 with the Agreed Ayllabus.