

Wincle CE Primary School – Religious Education Policy



RE Policy Wincle CE Primary School

Version: APPROVED

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Wincle CE Primary School
Wincle
Macclesfield
Cheshire
SK11 0QH
Tel: 01260 212592
Headteacher: Mrs S Smith
Chair of Governors: Mrs S Goodwin

www.wincleprimaryschool.org

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Version control

Date updated:	Brief summary of changes:
October 2024	Policy rewritten in line with the new syllabus linked to Questful RE.

Our school's vision:

Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do. They exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

Our school vision encompasses the responsibility for all staff to promote an **enriching and outstanding** RE curriculum, **inspiring** our pupils to **exhibit a passion for learning** and a **confident understanding of their faith**.

We encourage our staff and pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following

S	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
T	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
A	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
R	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example.</p> <p>We are all unique</p> <p>We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience." (Colossians 3:12)</p>
S	Shine like stars	<p>★ "I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

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THE IMPORTANCE OF RELIGIOUS EDUCATION

Religious Education in a Church School should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character

At Wincle CE Primary School, we believe that Religious Education is a central subject within our curriculum because, as a church aided school, we believe that our Christian faith underpins and informs all aspects of our life and learning. High quality Religious Education (RE) is the key to enabling every child to flourish.

Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child's heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and world views, pupils will discover more about themselves. As RE develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging.

STATUTORY REQUIREMENTS

in Voluntary Aided Schools, the management of Religious Education is a distinctive role of the governors and headteacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England and/or Methodist Church. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school.

The Diocesan Board of Education makes the following recommendations to Governing Bodies: –

- That the amount of time allocated to RE should be at least 5%. This is the minimum recommended in national guidelines. There will be occasions when RE takes a larger slice of the curriculum, reflecting the Church School's greater commitment to the subject.
- That in Voluntary Aided Church Schools, as is Wincle CE Primary School, the curriculum time for RE, Christianity should occupy 70% of the time. Therefore, 30% of RE curriculum time should be devoted to the study of the World Faiths and non-religious world views.
- That as well as Christianity, pupils should study aspects of the practices and beliefs of Buddhism, Hinduism, Islam, Judaism and Sikhism, along with non-religious views such as Humanism.
- The Governing Body should nominate a member to be responsible for oversight of the school's RE provision and standards and for Wincle School, it is Mrs Sarah Smith, the headteacher.

For more information, see <https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

SCHEME OF WORK

At Wincle School, we ensure that we meet these recommendations. We follow Questful RE, which is a scheme produced by the Blackburn Diocesan Board of Education. By embracing the explicit teaching of Christian concepts and God's big salvation story, the content of this syllabus provides pupils with a deeper understanding of Christianity. In addition, pupils explore all major world faiths and discuss world views where appropriate. Whoever we are, wherever we live, whether we are a person of faith or not, we all have a view on the world. Nobody stands nowhere.

Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as these:

- Who am I and what does it mean to be me?

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- In what ways do/can I relate to others?
- How/where can I encounter God?
- How can I make a positive contribution to the world in which I live?
- What values, attitudes, beliefs and behaviour are important to me?
- What does it mean to have faith?
- Who/what influences and inspires me?

Through an open investigative enquiry approach, the pupils will be given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so, they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.

The curriculum content is a balance of the three essential disciplines of quality RE, Theology, Philosophy and Social Science. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this, pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They will also think like philosophers, and be equipped with the skills that will enable them to make sense of life's experiences.

RE prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others. Through authentic encounters with living faith communities, pupils will develop diversity dexterity and be equipped with the ability to hold an informed conversation about religious beliefs and practices.

At Wincle CE Primary School, Religious Education and Collective Worship naturally compliment and enrich one another, however, they are managed separately.

AIM OF RE

At Wincle School, the aims of our RE curriculum are

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

The expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

This can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;

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- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education in Church Schools should also help pupils to:

- learn about all faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

Religious Education in Church Schools should help pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

Religious Education in Church Schools should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from all faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

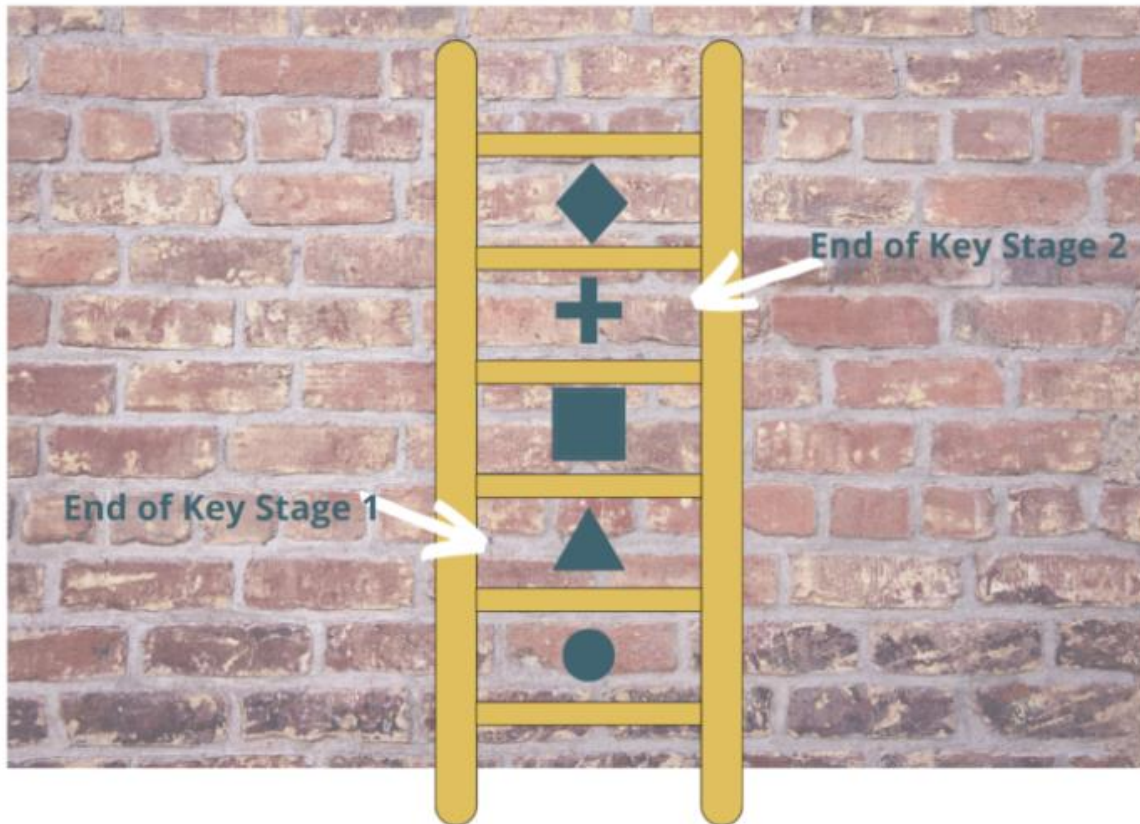
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SPECIAL EDUCATIONAL NEEDS

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 optimize inclusion, the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities.

School Focus Plans may support children who are identified as having special educational needs. These will specify differentiated learning and assessment.

THE LADDER OF EXPECTATION AND ACHIEVEMENT



The ladder of expectation and achievement is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. However, the ladder can be used to make judgements about the level of individual pupils' achievement.

At the end of Key Stage 1 pupils are expected to be achieving at rung 2 of the ladder.
At the end of Key Stage 2 pupils are expected to be achieving at rung 4 of the ladder.

In each unit there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. They can be used by individuals, in groups, as a class or by the teacher. As with the outcomes these statements relate closely to the ladder and therefore teachers can quickly see whether or not pupils are meeting or exceeding expected levels of achievement.

The syllabus units give clear suggestions in *italics* as to how the outcomes of the activities can be recorded. It is assumed that from Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can

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be assessed and monitored.

The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

The staff team, during a curriculum review, will need to carry out an RE book/work scrutiny across the school regularly. All assessment and record keeping will be in accordance with the guidance provided from Questful RE.

WITHDRAWALS

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

EVALUATION AND MONITORING

The monitoring of the teaching and learning of Religious education is carried out as stipulated through our school development plan.

Progress and achievement in Religious Education is reported to parents in the annual report at the end of the school year.

- The Head has overall responsibility for monitoring and evaluation.
- The Head will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The Head will be aware of staff development needs and encourage continuing professional development.
- The Head will facilitate the sharing of good practice and be a leader of good practice.
- The Head 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. It will be reviewed termly

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