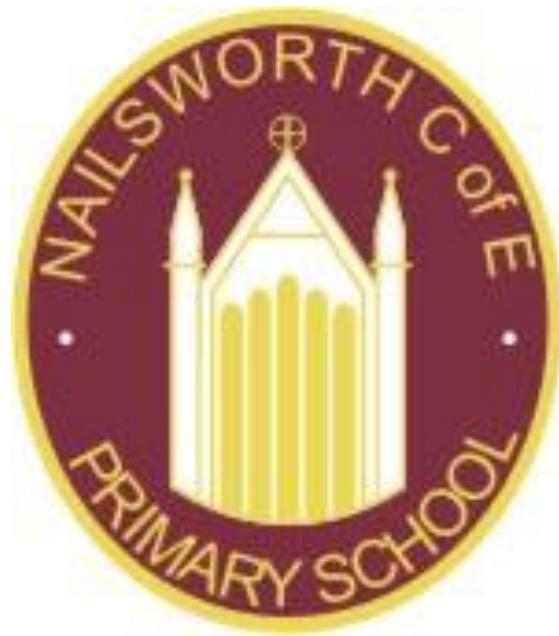


Policy Statement for

Religious Education



| Change History | Summary of Key Changes |
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| 2016 April | Review with staff |
| 2016 May | Review with Governors |
| 2018 November | Change of wording in aims and curriculum updates |

Introduction

Religious Education (R.E.) is central to the purpose of Nailsworth C of E Primary School because as a Church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

R.E. in Nailsworth C of E Primary School is non-confessional. R.E. is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the R.E. curriculum at Nailsworth C of E Primary School.

Policy Statement

Legal Framework

In a controlled school the Locally Agreed Syllabus is a statutory document for the teaching of R.E. Parents have a legal right to withdraw their children from religious education lessons, but as R.E. is central to the life and identity of Nailsworth C of E Primary School we would ask parents to discuss with the Head any reasons they might have for doing this.

Aims

At Nailsworth C of E Primary School R.E. supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. We aim that all children are guided by John 10:10 *"I have come that you may have life: life in all its fullness."*

R.E. at Nailsworth C of E Primary School is planned carefully to reflect the Church of England Statement of Entitlement and to develop religious literacy, as well as meeting statutory obligations.

Specifically, R.E. aims to enable pupils of all abilities and stages of development to:

1. develop knowledge and understanding of Christianity as a living world faith
2. develop knowledge and understanding of the beliefs and practices of some of the other major religions and world views and their impact on society and culture.
3. understand how Christian belief may impact on Britain's cultural heritage and the lives of people worldwide.
4. understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
5. reflect in a safe space on their own religious, spiritual and philosophical convictions.
6. explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
7. be supported in their own search for meaning and purpose in life.
8. develop a sense of awe, wonder and mystery.
9. explore concepts love, forgiveness and sacrifice.
10. develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis
11. develop attitudes of respect, sensitivity, open mindedness and self-esteem.

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| Owner: | EG | Delegated To | EG |
| Review Frequency | Bi-annually | Updated | Autumn 2018 |
| | | Date ratified by Governing Body | Nov 2018 |
| Version` | 2 | Next Review | Autumn 2020 |
| Review Author | EG | Published on Website | |

Teaching and Learning

1. There will be exploration of core theological concepts using “Understanding Christianity” and the National Curriculum statutory expectations.
2. There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the R.E. syllabus.
3. Teachers will share best practice locally and regionally and engage in CPD.
4. The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
5. A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
6. Pupils will be able to confidently participate in answering the Big Questions in R.E such as “What do Christians believe God is like?”
7. Pupil progress and attainment in R.E. will be assessed rigorously through triangulation of evidence-(data tracking, book looks, class observations) and recorded termly. The school will keep an up to date portfolio of evidence to support assessment data
8. Progress in R.E. will form part of pupils’ annual report to parents
9. R.E. will be taught either as a discrete subject or as part of a cross curricular approach where appropriate
10. Pupils will be able to make links between Core concepts of Christianity and Biblical references.
11. A range of visitors will be invited to support the teaching of R.E., and where possible, there will be planned visits to places of worship.
12. In this School the faiths taught in R.E. at KS1 are Christianity and Judaism and at KS2 Christianity, Judasim, Islam and Hinduism.
13. R.E. will be given at least 5% of curriculum time i.e. 1 hour per week in the foundation stage and key stage 1; 75 minutes per week in key stage 2.

Subject Leadership

1. The R.E. subject leader will support and monitor the subject and will receive an adequate budget to do this.
2. The R.E. subject leader will ensure that her subject knowledge and expertise are kept up to date by means of regular training.
3. The R.E. subject leader will ensure that staff receive adequate training in the teaching and assessment of R.E..
4. The R.E. subject leader, the Head, the Vicar (who is a governor) and the Bishop’s Visitor will regularly monitor the quality of R.E. teaching across the school.
5. The R.E. subject leader will liaise with the governor (Rev Caroline) who holds responsibility for R.E. and they will report regularly to the governing body on progress and attainment in R.E.
6. The R.E. subject leader and head teacher will ensure that the principles set out in the National Society’s Statement of Entitlement for R.E. are implemented.

Related Policies to refer to:

Behaviour Policy, Collective Worship Policy, SMSC Policy

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