

# Winterbourne Earls CE (VC) Primary School

## Religious Education (RE) Policy

**Date: December 2022**

**Review Date: December 2023**

### Introduction

Religious education plays a key role in the curriculum at Winterbourne Earls and is weaved into many areas of school life. We believe in the importance of community and encourage the children to grow together and support each other, ensuring that 'As each one does their part, we grow in love.'

### Aims of RE

According to the 2016 Statement of Entitlement to RE in CE schools, the aims of Religious Education in church schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

### Teaching and Learning about Christianity

Christianity is the major religion which is studied in our school. In line with the Wiltshire Agreed Syllabus, at least two thirds of our RE teaching will be about Christianity. Understanding Christianity is the main resource that we draw on in planning and delivering our teaching of Christianity as a living world religion. Between 5-10% of our curriculum is dedicated to RE and we frequently have whole school days that focus on Christianity.

### Teaching and learning about other faiths and world views

We have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. This learning should contribute to harmonious relationships, whilst promoting social inclusion without prejudice. We use the Discovery RE scheme of work to support our learning about other faiths.

### Approach

The RE that is taught in classes should reflect the needs of the pupils, and careful planning should ensure progression in understanding for all. RE is well planned, adopting a range of teaching strategies including class, group and individual learning activities. The use of art, drama, music, story, artefacts, discussion and questioning, reflection, visits and visitors are all vehicles for effective teaching and learning in RE.

## Special Needs

To ensure inclusion for all pupils, teachers will respond to pupils' diverse learning needs and set suitable and appropriate tasks. Provision for children with special needs will be met from the resources and expertise available within our school in accordance with the Special Needs Policy.

## Legal Status

The Governors are responsible for the RE policy of the school. The policy has been drawn up by the RE Lead, with the approval of the staff and Head Teacher. The RE policy for the school follows the guidelines set out in the agreed syllabus for Wiltshire and those of the Diocesan Board of Education. Parents have a legal right to withdraw their child from RE. The school would require a written request and a discussion with the Head Teacher to make appropriate arrangements for supervision.

## Recording and Assessment

Assessment is part of the teaching and learning process and as such is planned into lessons as needed. During the academic year summative assessment takes place at the end of each unit of work and is recorded for planning future lessons. Assessment may take place in a variety of different ways, including oral question-and-answer sessions based on discussion and reflections on completed work. Assessment in class are recorded by RE teachers in the Class Floor Book alongside examples of work. This allows teachers to adjust their planning to meet the learning needs of their pupils and ensure their learning is appropriately matched.

## Role of the Subject Leader

The RE leader is responsible for:

- The monitoring and review of this policy with the staff and Ethos Committee
- Assembling and organising relevant resources
- Applications to Mary Butler Trust/ Bishop Wordsworth Trust as appropriate
- Leading and Liaising with The Bridge
- Attending relevant training and providing feedback to staff and governors as appropriate
- Providing CPD from training to meet the needs identified by teachers
- Lead Governors and staff in evaluating RE and Collective Worship
- Assisting staff with the planning and delivery of RE in line with the provision outlined in the curriculum map
- Completing reviews of floor books, pupil conferencing and lesson observations across all year groups. Analyse and report on standards of RE across the school, identifying strengths to celebrate and areas for improvement.

## Monitoring and Review

The teaching and learning of RE will be monitored and reviewed annually by the RE leader and governors. The RE lead will observe lessons, complete floor book reviews and conference pupils. The Governors who form the RE committee will also complete floor book reviews and pupil conferencing as well as observe lessons and whole school worship.