

Penketh South CP School



Religious Education Policy

| Version | Date | Action |
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| V1 | September 21 | New Policy |
| | 11.11.21 | Agreed by FGB |
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RE Policy Introduction

Every state-funded school must offer a curriculum which is broad, balanced and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. All state schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage. As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. It is the Lancashire and Blackpool Agreed Syllabus for Religious Education which is being used by Warrington as the basis for planning and delivery of RE.

Families who send their children to Penketh South are *in the main Christian or from non-religious backgrounds. However, we do also have families from different faith backgrounds, including Muslim and Jewish.* RE is concerned with “learning about religion” and “learning from religion” and it is not the practice of this school to preach to or convert the children. The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while considering teaching and practices of other principal religions. The faith background of both the staff and child’s family is respected at all times.

Parents of a pupil at a community school have a right to withdraw their children from religious education (RE). If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes this may consult the head teacher. Teachers may also withdraw from the teaching of RE.

R.E curriculum intent

At Penketh South, we have chosen to follow a 'locally agreed' RE syllabus called ‘Searching for Meaning’ that aims to support pupils’ personal search for meaning by engaging their enquiry into the question ‘What is it to be human?’. It aims to provide children with the foundation on which to make their life choices, build relationships and create positive life lifestyles.

At Penketh South we strive to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development. Our teachers use the syllabus to plan lessons that provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain. We aim to support children in the development of their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook. This enables our pupils to become aware of their

own beliefs and encourages them to develop a positive attitude towards other people who hold religious beliefs different from their own.

Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a specific focus during certain weeks of each term. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Aims

a) General aims

The broad aim of religious education at Penketh South Community Primary School is to promote the spiritual, moral, cultural and intellectual development of children. We enable children to develop knowledge not only of Christianity but also of other world religions, especially the faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. This is achieved by encouraging children to explore and respond to these aspects of religion and draw upon their own experiences. We help the children *learn about religions* as well as *from religions*.

b) Aims for children

At Penketh South Community Primary School we aim to:

- Encourage our children to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- Help our children to develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand religions, cultures and ways of life different from their own.
- Have respect for other people's views and celebrate the diversity in society.
- Appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- Foster understanding about the importance of tolerance in everyday life.
- Foster positive attitudes towards celebration of differences.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery.
- Communicate their knowledge and understanding using specialist vocabulary.
- Use children's experiences of religious festivals such as Easter, Diwali, and Chinese New Year etc. to develop their religious thinking.

c) Aims for School staff

At Penketh South Community Primary School we aim to:

- Promote a confident, positive attitude towards the learning of RE by making it an enjoyable experience.

- Promote RE as an active subject, this would be modelled by the teacher in the teaching activities that they provide.
- Promote a desire to understand the world of other people and an active interest in how they express this 'world'.
- Be perceptive, and recognise this in pupils.
- Extend children's sense of values and promote their spiritual growth and development.
- Acknowledge that beliefs and ideas are constantly changing.
- Promote interaction, allowing pupils to relate themselves to others, reflect and respond.
- Ensure that RE teaching throughout the school shows progression and is based on the Lancashire and Blackpool Agreed Syllabus.
- Develop links with the wider community through visits to places of worship.

d) Aims for Parents and Carers

At Penketh South Community Primary School we ask our parents and carers to:

- Be understanding and supportive of our aims in learning and teaching of RE
- Support and encourage their children during Place of Worship trips.
- Praise their children for their understanding of other beliefs and cultures.
- Communicate and work with the school whenever further support is needed to develop their children's RE skills and understanding.

Parents and carers are informed in the school prospectus that they have the right to withdraw their pupils from religious education, according to the Education Act. Parent/carers who choose to withdraw their children from Religious education lessons are required to state this in writing annually to the Head teacher.

e) Aims for Governors

At Penketh South Community Primary School we aim to appoint a designated link governor who will:

- Meet with the curriculum Subject Leader at least once a year to find out about: the school's systems for planning work, supporting staff and monitoring progress; place of Worship visits; the allocation, use and adequacy of resources;
- Visit school and talk to pupils about their experiences of the curriculum area;
- Promote and support the positive involvement of parents in the curriculum area;
- Attend training and other events relating to the particular curriculum area;
- Report jointly with the Subject Leader to the governing body with recommendations, if appropriate, once a year.
- Be understanding and supportive of our aims in learning and teaching RE and review the RE Policy annually.

Implementation of the RE Policy

a) The Lancashire and Blackpool Agreed Syllabus

- Our RE curriculum is in accordance with the Lancashire and Blackpool Agreed Syllabus. An RE topic is taught every half term in Key Stage 1 and Key Stage 2.
- Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

Learning about Religions - Attainment Target 1 (AT1) Learning about religion 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.

Learning from Religions – Attainment Target 2 (AT2) Learning from religion is concerned with developing pupils' ability to reflect on and make responses about a religion being taught from their own experiences. 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 values, and communicating their responses.

b) Teaching and learning style

- We recognise that our children have differing abilities and so we provide suitable learning opportunities for all children by matching the task to the ability of the child, for example by:
 - i. Setting tasks which are open-ended and can have a variety of responses;
 - ii. Grouping children by ability and setting different tasks for each ability group;
 - iii. Providing resources of different complexity, adapted to suit children;
 - iv. Using classroom assistants to support the work of individuals or group of children;
 - v. Differentiating by outcome.

c) Organisation

- Children are taught RE in mixed ability class groups. Teachers have areas to teach which can be condensed to four lessons or expanded into more depending on class teachers preferences. Lessons are taught weekly or block teaching during certain weeks. Learning in RE will be taught discreetly as an area of study. Aspects of RE are also taught through Literacy, SEAL, PHSE, Collective Worship, assemblies and festival celebrations.

d) Planning formats

- Teachers use the Lancashire and Blackpool syllabus planning grids as a guide in teaching RE.

The syllabus is made up of four main areas:

- **beliefs and values** – which lie at the heart of these traditions
- **living religious tradition** – principal religious traditions encountered in the world
- **shared human experience** – the nature of human being

- **search for personal meaning** – a lifelong quest for understanding

This model secures all Religious Education planning in this syllabus and is a check list when creative curriculum planning with other areas. All planning also relates to the main syllabus question - **What is it to be human?**

e) Place of Worship Visits/Visitors

- We aim to organise Place of Worship Trips during the year to support and complement the work in school and to promote links with the local community. We aim to invite more representatives of local religious groups to come into school and talk to the children in a sensitive manner.

f) Cross curricular

- Opportunities are used to draw RE experiences out of a range of activities in other subjects to enable children to apply and use RE in real life and academic contexts.
 - i. English: RE contributes significantly to the teaching of English by promoting the skills of reading, writing, speaking and listening
 - ii. Information and Communication Technology (ICT): We use ICT where appropriate to find, select and analyse information, through using a range of ICT resources and the internet. ICT can also be used to evaluate and improve presentation of their work.
 - iii. Personal, Social and Health Education and Citizenship (PSCHE): Through RE, we teach children about the values and moral beliefs that underpin individual choices of behaviour. RE promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.
 - iv. Social and Emotional Aspects of Learning (SEAL): Through RE, we encourage children to value their own beliefs and feelings while developing an understanding and respect for people who present different viewpoints.

g) Resources

- Resources are bought and stored in school for use by all staff. The storing of the school's RE resources is organised by the Subject Leader.
- Resources within individual classes should be accessible to all pupils who should be encouraged to be responsible for their use.