

RE Policy

Horwich Parish CE Primary School



Approved by: School Improvement Committee

Date: Jun-24

Author: DM

Version: 1

Last reviewed on:

Jun-24

Next review due by:

Jun-26

*Our vision is to be a school where everyone can achieve and "let their light shine" both individually and collectively as a community.
Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.*

Contents

Section		Page
1	Rationale	3
2	Aims	3
3	Implementation of Policy	3
4	Religion and Beliefs	4
5	Experience and Opportunities	4
6	Foundation Stage and Key Stage 1	4
7	Key Stage 2	5
8	Visits and Visitors	5
9	Restorative Practice	5
10	The Right of Withdrawal	5
11	Assessment Recording and Reporting	6
12	Equal Opportunities	6
13	The Role of the Religious Education Subject Leader	6
14	Monitoring	6
15	Disability Equality Impact Assessment	7

1. Rationale

At Horwich Parish, we believe the purpose for teaching Religious Education is to prepare pupils for living in a multi-faith society through learning about Christianity and other faiths and those with no faith. The subject offers opportunities for reflection and challenges pupils to consider, analyse and evaluate issues. We are following the new Manchester Diocesan Board of Education syllabus which incorporates Understanding Christianity, as we believe children should be encouraged to reflect upon, develop and affirm their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the world today.

2. Aims

- To develop the children's knowledge, understanding of, and ability to respond to Christianity and the other principal religions represented in Great Britain.
- To explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of those individuals, societies, communities and cultures.
- Consider the questions of the meaning and purpose in life.
- To learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- To develop the children's sense of identity and belonging, preparing them for adult life as citizens in a plural society.
- To develop enquiry and response skills through the use of distinctive language, listening and empathy.
- To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

3. Implementation of Policy

At Horwich Parish, the teaching of Religious Education promotes learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key literacy skills and thinking skills. Learning will be organised to encourage the development of attitudes: self-awareness; respect for all; open-mindedness; appreciation and wonder.

Children are given the opportunity to work in a variety of ways including whole class, groups, in pairs and as individuals. We base our teaching and learning style in R.E. on the key principle that good teaching allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

Our teaching enables children to extend their own sense of values, and promote their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

There are two key dimensions of Religious Education which are expressed in the Attainment Targets for Religious Education:

- AT1 Learning about religions.
- AT2 Learning from religions.

3.1. AT1 – Learning about Religion

This includes the ability to demonstrate, knowledge, skills and understanding in relation to

- Religious beliefs, teaching and sources.
- Religious and spiritual forms of expression.
- Practices and ways of Life.

3.2. AT2 – Learning from Religion

How children, in light of their learning, express responses and insights in relation to questions and issues of

- Meaning, purpose and truth.
- Identity and expression.
- Beliefs, values and commitment.

4. Religion and Beliefs

At Horwich Parish our RE curriculum reflects the fact that the religious traditions of Great Britain are changing and therefore we take account of the teaching and practices of the principal religions represented in Great Britain. (1996 Ch56 Section 375(3) Education Act 1996).

As a Church School, Christianity must be taught in every Key Stage. Other principal religions are defined as Buddhism, Hinduism, Islam, Judaism and Sikhism. Opportunities to compare beliefs, practices and celebrations develop a deeper understanding and a sense of respect and tolerance. The children's beliefs, viewpoints and ideas should be taken into account without embarrassment or ridicule.

5. Experience and Opportunities

Children should be provided with a range of experiences and opportunities that can enrich and broaden their learning in Religious Education.

6. Foundation Stage and Key Stage 1

The Foundation Stage and KS1 form the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around 'special' times, people, places and objects/symbols. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

7. Key Stage 2

In KS2, similar opportunities should be offered and children should be encouraged to openly discuss and develop their understanding, opinions and attitudes about religion.

8. Visits and Visitors

Visits and visitors can provide powerful learning experiences for both teachers and children. We have very close links with the clergy and congregation at Holy Trinity, which allow all pupils to visit and explore the church building and to meet with those involved in the daily life of the church on a regular basis.

Learning about other faiths gives the children to share their own personal experiences, to listen to the experiences of visitors and to visits different places of worship. Each year, one year group is involved in the School Linking Network, which provides them with an additional opportunity to learn more about other faiths.

9. Restorative Practice

We have adopted Restorative Practice as a whole school approach when dealing with conflict. This approach is successful because we have distinctively Christian values at the heart of it that can be seen, heard and felt in every part of our school community. Our school core Christian values are love and respect, and opportunities provided within the RE curriculum enable children to identify these values, alongside many others, in different stories and situations and then link them to their own lives.

Restorative practice puts people and relationships at the centre of school life, and particularly through RE, children develop respect and empathy for everyone, all faiths and beliefs and those with no faith. Learning experiences will include time to discuss, debate and reflect, reminding children that everyone has a voice, has the right to be heard and to have their views and opinions respected, underpinned by our restorative practice including mediation.

As we explore the lives of key characters from the Bible, children are reminded that we all make mistakes but it is what we do next that makes all the difference. Forgiveness is another important Christian value in our school, and we look at examples of forgiveness within the Bible, key individuals throughout history and in everyday life to develop our understanding of the importance of forgiving and being forgiven.

10. The Right of Withdrawal

Parents have the right to withdraw their child/ren from all or part of the Religious Education lessons. Any concerns about the subject should be discussed with the class teacher and/or Headteacher. Parents who wish to withdraw their children must provide written notification to this effect. The aim of R.E. is not to convert children to a particular viewpoint or imply that all ethical standpoints are necessarily religious ones.

11. Assessment Recording and Reporting

The Manchester syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined following the agreed syllabus for Religious Education. Assessment in

R.E. is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with children, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their children's achievements.

12. Equal Opportunities

We value the importance of the contribution made by each child and member of staff towards a happy and caring environment in the school, by showing respect for the appreciation of each person as an individual, regardless of colour, culture, origin, sex or ability.

We aim for all children to have equal opportunities regarding access to the R.E. curriculum, in order that they are encouraged to strive for academic excellence and develop their full potential.

13. The Role of the Religious Education Subject Leader

- To show by example good R.E. practice.
- To monitor the effectiveness of the planned and delivered curriculum specifically in R.E.
- To guide and support teachers in this subject, and to provide, where necessary, appropriate training and development.
- To audit and monitor the quality of R.E. resources, including online and other web-based technologies, to ensure effective learning and teaching across the school.
- To work closely with the link Governor and the link Church Clergy and other visitors where appropriate.
- Encourage staff to use the RE planning to deliver a lively and exciting subject using creativity, thinking skills and cross-curricular experiences.

14. Monitoring

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaison with staff to be able to observe lessons, through INSET sessions, monitoring planning and coverage, carrying out pupil interviews.

The result of any monitoring should be discussed with the Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.

15. Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.