



CROSBY-ON-EDEN SCHOOL

“Enjoying achievement; achieving enjoyment”

RELIGIOUS EDUCATION POLICY

Date Policy adopted by Governors	December 2015
Review date	January 2019
Review schedule	Every 3 Years
Review responsibility	Learning & Teaching Sub-Committee
Signed (Head) 	Signed (Chair of Governors) 

Crosby on Eden CE Primary School

Religious Education Policy

This Policy document has been developed based on Religious Education in English Schools: Non statutory guidance 2010 DCSF <http://publications.teachernet.gov.uk/>

Values

Crosby on Eden Church of England Primary School (Academy Status) will provide a happy, caring, family environment where children feel inspired. We value every child as a unique gift from God – whatever their skills and abilities, whatever their background and whatever their aspirations. Belonging to a safe and nurturing community, founded on strong Christian values, children will develop an array of skills that will equip them to meet the challenges of our ever changing world and to make their own positive contribution to our global society.

The Legal Position

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject however, the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils’

Crosby on Eden C of E Primary is an Academy School and the provision of RE is in accordance with the Trust Deed of the School. The Governors in consultation with the Head teacher have decided, following advice from the Diocese, to adopt the Locally Agreed Syllabus and supplement this with material from the Diocese and elsewhere.

Rationale and Aims

In delivering Religious Education at Crosby on Eden School we aim for Religious Education to:-

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- Develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society

- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe and wonder and mystery

R.E. and the Wider Curriculum

Spiritual, Moral, Social and Cultural Development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

R.E. plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

R.E. makes an important contribution to a school’s duty to promote community cohesion. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared British values and to challenge racism and discrimination.

The School Community

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The UK Community

A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The Global Community

RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues. At Crosby on Eden School, we place particular emphasis on understanding Christianity as a global faith.

R.E. subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Crosby on Eden School's Approach to Teaching R.E.

R.E. has a vital part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by: careful planning through locally agreed syllabuses; Diocesan advice; school staff expertise; collaboration with other outstanding church schools.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

In the academic year 2015-16, the scope of RE teaching has been further enhanced by the delivery of 'Philosophy for Children' (P4C) to KS2; this enables children to consider issues at a deeper level and provides extended opportunities for them to explore 'big questions' and subsequently develop their responses.

Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Delivery of Religious Education

We use as a basis for our planning the Carlisle Diocese Agreed Syllabus for Religious Education, supplemented with, and supported by, other ideas / resources as appropriate. RE is planned so children use all their senses and are prompted to think, question, explore, experience, reflect, feel, wonder, enjoy and value. We aim to provide an essentially Christian education for our children, whilst also developing within them an understanding and appreciation of the beliefs and practices of other world faiths. We aim for an open and reflective approach to Christianity and other faiths and we strive to ensure that each child develops both knowledge and understanding throughout their time in school.

Time tabling

R.E. is generally taught as a specific subject in an allocated weekly time slot, however, in addition to this at various throughout the school year R.E. may be taught in longer 'block' periods of time to promote a depth of learning and coverage. In addition to taught discreet R.E. lessons, teaching staff link the areas covered by the Agreed Syllabus to the curriculum topics taught, and with other areas of school life including worship / PSHE.

Crosby on Eden School had implemented the new Diocesan Units of Work (Sep 15) and these are used throughout the school. In Reception Class pupil the Diocese Early Years Foundation Stage Units of Work are used, with a focus on 'Special Times' e.g. Christian festivals such as Harvest and Christmas and including festivals of other world faiths such as Diwali. At KS 1 pupils primarily study Christianity and become familiar with our local church and other places of worship. They also have an introduction to Islam.

In KS2 pupils study Christianity, Islam, Buddhism, and elements of Judaism, Sikhism and Hinduism are incorporated into planning. R.E. topics are taught as a two year rolling programme due to mixed year group classes. Pupils are encouraged to make links between the practices and beliefs of Christianity and other world faiths, and to compare similarities and differences across world faiths.

Resources for R.E. are kept in the main cupboard in the corridor and specific resources are ordered to support areas from the resources library based in Ambleside.

Assessment and Recording of RE

At the end of each unit of work, teachers will assess the children based on their work and contribution's during class activities. On occasions, where relevant, an assessment task may be given. Attainment of the children will be recorded on the year group R.E. tracking sheet where progress throughout each year can be monitored.

Arrangements for monitoring standards of teaching and learning in RE

The Headteacher, as co-ordinator for R.E., will monitor R.E. within the school through analysis of this assessment data, through lesson observations, through work sampling and through pupil interviews. This information will feed into the Church school self-evaluation process. (SIAS)

Responsibilities for RE within the school, (Head teacher and Governors)

As well as fulfilling their legal obligations, the governing body and Head teacher should also ensure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- All teachers are aware of R.E.'s contribution in developing pupils' understanding of religion and belief and its impact on their wider learning
- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- Clear information is provided for parents on the RE curriculum and the right to withdraw

- R.E. is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

At Crosby on Eden CofE Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as History, Citizenship or P4C.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Crosby on Eden Primary School.

Managing the right of withdrawal

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.

The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.

Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.

Outside arrangements for RE are allowed provided that the Headteacher and Governing Body are satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

