



LOWER PEOVER
CofE Primary School



R.E Policy

Date:	October 2022
Chair of Governors:	Louise Lawton
Review:	October 2023

Religious education in a Church school should enable every child to flourish and to 'live life in all its fullness' (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

The Church of England Education Office, Church of England Vision for Education: Deeply Christian, Serving the Common Good. (The Church of England Education Office, 2016).

Overview

The spiritual and moral development of our children underpins all aspects of our school life. Religious Education (RE) is an important subject at Lower Peover Church of England Primary School. It is part of the Core Curriculum and is taught in accordance with the Chester Diocesan Syllabus for Religious Education (2016), as we are required to do by law.

The RE curriculum enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice. It aims to engage and challenge our pupils through an exploration of core concepts and questions. It is based upon 11 Christian theological concepts. Each concept is built on progressively from Reception to Year 6. Links are also made to the national [Understanding Christianity](#) project. The concepts that are linked to the cycle of the Church's Year are **Incarnation, Salvation, Resurrection and Holy Spirit**. Each concept study includes enquiry questions and essential knowledge. **To meet the statement of Entitlement (February 2019) our main focus is Christianity**, whilst taking account of the other principal religions in Great Britain.

Aims

The purpose of teaching Religious Education in school is to:

- To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development

We aim through our teaching ...

- To provide a programme of Religious Education within the framework of the Diocese of Chester Religious Education Guidelines appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.

Programmes of Study

The Agreed Syllabus must be taught from Reception and is linked to the Early Years Foundation Stage curriculum through the Early Learning Goals. Christianity is the main religion taught at this early stage, with other religions drawn on as appropriate, in order to make comparisons between different religious and cultural communities in this country and to compare life in this country with life in other countries.

At Key Stage One, RE is predominantly about Christianity, with Judaism taught for one term. At Key Stage 2 Christianity is studied for at least 4 half terms but as they progress through Key Stage 2 children will study Islam, Judaism and Hinduism. All units in this scheme focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion.

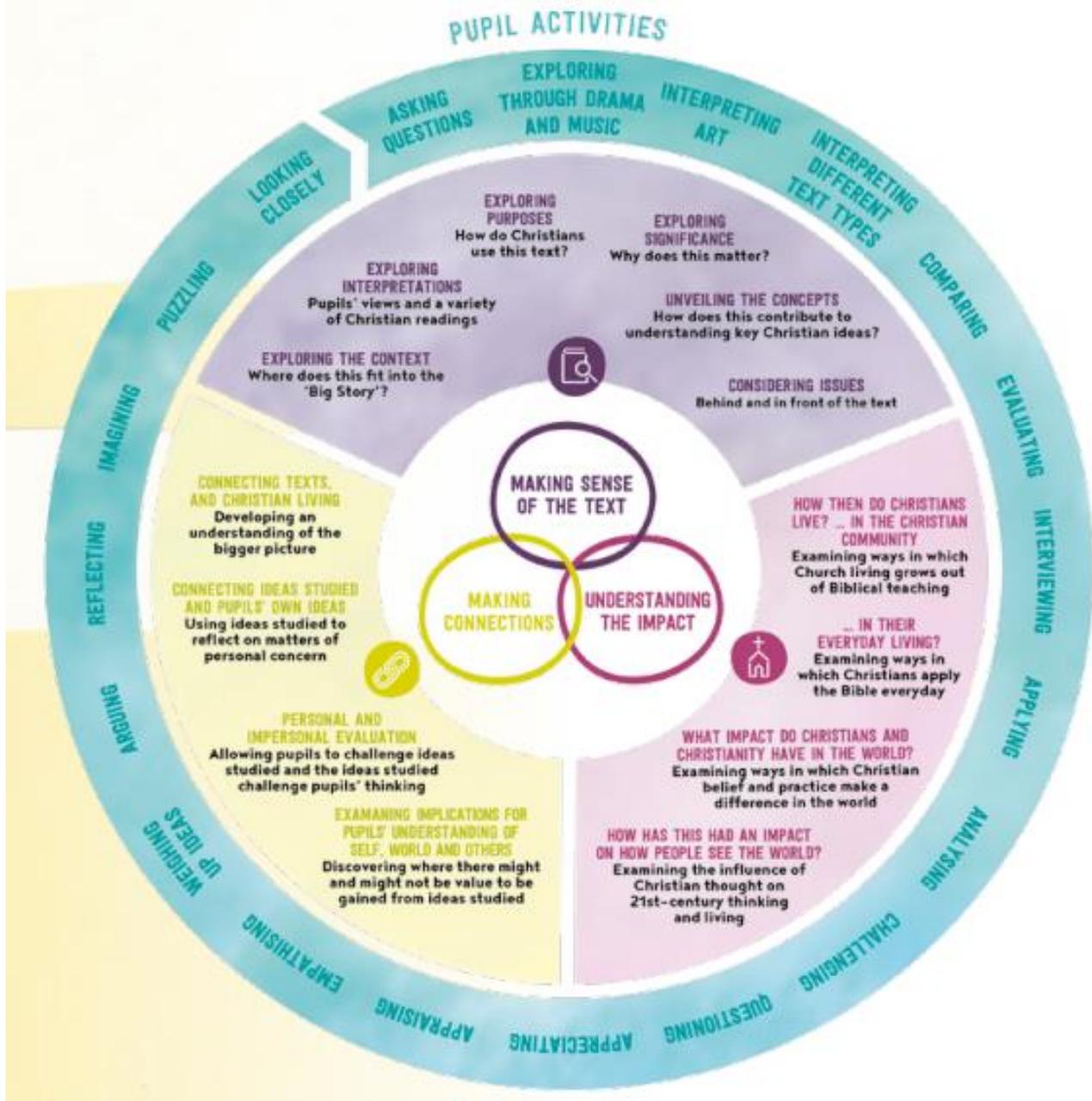
Religious Education in school is organized using a 2-year long term overview (rolling programme). This lays out which units, should be studied by each year group. The Chester Diocesan plans drive the design of the curriculum. All key questions, essential knowledge and learning outcomes must be met, but Understanding Christianity links and activities can be used to deliver the desired outcomes.

See Appendix 1 for rolling programme, mapping out theological concepts and key questions

Approaches and Skills

Each child has his/her own book specifically for RE work. These are hardbound books that reflect the importance of RE within the school. Each concept study starts with a mind map, and where appropriate, an enquirybased question to show enquiry. RE work also includes creative and practical activities and discussion. We benefit from our close ties with the parish church for RE visits and also faith visitors to the lessons along with outside visits to other faith places of worship.

Within the Chester Diocese curriculum, the importance of providing a balance of Understanding Christianity activities from Making Sense of the Text, Making Connections and Understanding the Impact is very clear. These should be woven together to achieve the desired outcomes from the Diocesan plans. In addition, developing distinctive RE skills, such as **enquiring, questioning, analysing and interpreting**, as well as **empathising and reflecting are also important**. Lower Peover School is driven by a skills-based curriculum. As such RE lessons are planned to develop these skills.



Cross Curricular Links

As often as possible the children's learning in RE should be linked to other curricular areas and reflect upon important community and world issues and events. Lesson targets are set for children that link to literacy, art, global diversity and PSHE, with one piece of work completed each term that links with each of English, Art, and Computing. Speaking and listening will be actively promoted during Drama and discussion activities. The children develop many of their reading and writing skills in RE. Linking to their Mathematical skills, where appropriate, children will record their learning using charts, tables and graphs and IT.

At both key stages children have the opportunity to:

- Locate and research information using the internet
- Record findings using text and tables
- Use a range of Applications on iPads to document their learning
- Use digital cameras to take pictures and videos
- Explore a variety of activities and resources using the IWB (Interactive Whiteboard).

Role of the Subject Leader (Monitoring and Assessment)

The Head Teacher has overall responsibility for monitoring and evaluation.

The subject leader will assist the Head Teacher by monitoring RE on a termly basis. The subject leader works together with the RE Link Governor to monitor RE and identify good practice and areas for development and be responsible for drawing up an Action Plan. The subject leader will manage resources, be aware of staff development needs and encourage continuing professional development. The subject leader will facilitate the sharing of good practice.

Furthermore, the role of the RE Leader is to:

- Inspire others to teach RE in a creative, engaging and challenging way.
- Monitor the effectiveness of RE within the school and ensure that at least one lesson is taught each week either discretely or as part of the class theme.
- Support teachers as necessary in their planning and strategies for classroom management.
- Keep up to date with any new, relevant government and Diocesan documents and disseminate new information.
- Ensure continuity and improvement of the teaching and learning of RE across the school by monitoring and providing professional development opportunities.
- Ensure that the RE assessment across the school is consistent, accurate and to judge whether data is in line with Age Related Expectations and national data.

RE is planned and assessed using the desired outcomes and linked 'I can statements'. Assessments are made at the end of each unit, through use of Mind maps, response questions and assessment activities. Children are advised how they can achieve the outcomes, develop skills and also to respond to questions to show deeper knowledge and reflection. Children are therefore aware of their attainment, skills and how to develop. Each year group has an attainment record with all attainment outcomes listed against each concept studied. These are highlighted to show attainment achieved (emerging, expected and exceeding).

Assessment is carried out in a variety of ways:

- Observing when children are learning, individually, in pairs, in a group, and in classes.
- Questioning, talking and listening to children.
- Regular and detailed marking in line with our Marking Policy.
- A record of attainment and progress is kept on an Excel File in EYFS and on Balance from Year 1 to 6.
- The monitoring of the above is undertaken by the subject leader during allocated monitoring time.

Health and Safety.

It is important that care should be taken at all times. The classroom should be well organised and children should be guided to work safely and sensitively and potential hazards identified and planned for.

Equal Opportunities.

We believe that a broad and balanced RE education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. Our full 'Equal Opportunities' and 'Inclusion' policies can be found in our policy file. We are aware of how important differentiation is in order to allow all children access to the curriculum. We take account of plans for those children who may have special educational needs.

Special Needs

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school.

Withdrawal

Parents have a right to withdraw their child from all or part of the RE curriculum. It would be appreciated if this were discussed with the head teacher before coming to a final decision. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

Outcomes

- RE will contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- Through RE, the children will appreciate the significance of religion and its contribution to their spiritual, moral, social and cultural development, including how Christianity is relevant to their daily lives.
- The children will develop the ability to reflect upon themselves and the world around them.
- The children will develop distinctive RE skills such as enquiring, questioning, analysing and interpreting, as well as empathising and reflecting.