

Queen's Park CE/URC Primary School



**Queen's Park C.E/URC
Primary School**

Religious Education Policy

May 2016

Reviewed: May 2019

Religious Education (RE) Policy

Queen's Park CE/URC Primary School is unique in having a joint foundation of Anglican and Congregational Church (United Reformed Church)

Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Queen's Park CE/URC School we develop the children's knowledge and understanding of Christianity and the major world faiths, we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a good knowledge of Christianity. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

The aims of Religious Education in church schools are

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history and on the lives of their adherents
- To develop understanding of religious faith as the search for and expression of truth
- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

The outcomes for pupils at the end of their education in church schools are that they are able to

- Think theologically and explore ultimate questions
- Reflect critically on the truth claims of Christian belief
- Develop the skills to analyse, interpret and apply Bible text
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Make a well informed response to Christianity
- Respect those of all faiths in their search for God
- Reflect critically on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth

Together we believe, achieve and enjoy.

- Reflect critically and express their views on the human quest and destiny.

The legal position of religious education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). Religious Education is compulsory for all children, including those in the reception class who are less than five years old. Parents have the right to withdraw their children from R.E. at Queen's Park School. This is only to be done once the parents have given written notice to the school governors. The 1988 Act also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the St. Helens Agreed Syllabus and it meets all the requirements set out in that document.

Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE 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 promotes 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.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with the St. Helens LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

The St Helens Agreed stipulates the following breadth of study:

EYFS Christianity and any other religion(s) relevant to children in the school. RE is statutory for pupils in Reception but does not have to be provided for children in nursery education. However, it is able to make valuable contributions to the early learning goals.

KS 1 Christianity and Islam or Judaism. Schools may also choose to include any religion(s) relevant to children in the school. This enables schools to provide a major course on either Islam or Judaism and a minor course on the second of these if they so wish.

KS 2 Christianity and Buddhism alongside **Islam or Judaism** with the emphasis on the religion which is not the major faith studied in Key Stage 1. This enables schools to provide courses on both Islam and Judaism but with the reverse emphasis to that in Key Stage 1.

Schools may also choose to include any other religion(s) and / or belief(s) relevant to children in the school. These may include non-religious beliefs such as Humanism.

A school may choose to study **a religion or denomination with a significant local presence.**

A transition unit will provide continuity and progression between Year 6 and Year 7 of secondary school

In consultation with Diocesan RE advisers and RE co-ordinators from other St Helens controlled Anglican schools we use the Liverpool Diocesan RE scheme of work as the basis for teaching, the co-ordinator having ensured it's compliance with the Agreed Syllabus.

Foundation Stage

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We teach religious education to all children in the school, including those in the reception classes, using the units of work in the scheme of work.

Contribution of religious education to the teaching of other subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons at Queen's Park, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote British values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Teaching religious education to children with special needs

At Queen's Park CE/URC school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and meaningful education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. Where possible we take into

account the targets set for individual children in their Individual Education Plans (IEPs).

Time Allocation

R.E. should take up to 5% of the timetable - roughly one hour per week. This does not include the assembly/collective worship time

Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary.

The child's progress in R.E. will be reported on the yearly written report to the parents. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment.

Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units. Resources for religious education are kept in a central store where there is a collection of religious artefacts which we use to enrich teaching in religious education. Each class has a set of bibles appropriate to the age of the children in the class.

Monitoring and review

The RE co-ordinator is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This policy will be reviewed during the summer term 2019.