



Inspiring all to learn and grow 

Manor Park CofE VC First School

Religious Education Policy

December 2017

Revision date: December 2019

Compassion

Trust

Creativity

Resilience

Collaboration



School Mission Statement

Inspiring all to learn and grow.

School Values

COMPASSION - TRUST - CREATIVITY - RESILIENCE - COLLABORATION

School Vision -

We are working together to provide an inclusive and nurturing environment where all are valued and everyone has the opportunity to flourish. Our school community is built upon the Christian foundations of compassion, trust, collaboration, creativity and resilience whilst embracing diversity and demonstrating mutual respect. Our children are independent, active learners who are encouraged to question deeply and reflect on outcomes in a wide range of situations preparing them for their journey beyond Manor Park.

With God all things are possible Matthew 19 v 26

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but 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'.

Religious Education is taught at Manor Park First School because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

Manor Park First School is a Church of England Voluntary Controlled School therefore the provision of RE is in accordance with the Trust Deed of the School. The school follows the Dorset Agreed Syllabus through the implementation of the Discovery RE interlinked with Understanding Christianity. It is also supplemented with additional focus on Christianity through Jump in the Picture days for the major Christian Festivals of Harvest, Christmas, Easter and Pentecost.

We also provide opportunities for the children to deepen their questioning and thinking skills through Philosophy for Children sessions across both key stages each ½ term.

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This RE policy is informed by current national guidance:

RE in English Schools: Non-statutory guidance 2010

RE: realising the potential Ofsted 2013

A Curriculum Framework for RE in England, REC 2013

The Discovery RE scheme of work meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above.

In Religious Education at Manor Park CE First School we aim that pupils will: -

- Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Consider challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Explore their own beliefs (religious or nonreligious), 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.
- Build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- 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, wonder and mystery.
- Nurture their own spiritual development.



Teaching and Learning -

RE is predominately taught through an enquiry based approach using the Discovery RE and Understanding Christianity programmes although a variety of teaching methods are used to teach RE, such as role play/drama, stories and music. Visitors to school are also encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths.

The Foundation Stage and KS1 forms the basis of children's future understanding and therefore we begin with children's own experiences and feelings, particularly around special times, people, places and objects/symbols. Many opportunities are given for thinking, talking, listening and responding to others respectfully. Much emphasis is 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.

In KS2, similar opportunities are offered and children are encouraged to openly discuss their understanding, opinions and attitudes about religion. They will be given time to reflect on what the religious ideas and concepts mean to them and promote their own spiritual growth and development.

Contribution of RE to the teaching in other curriculum areas:

English

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We use texts with religious themes or content, which encourages discussion, promotes speaking and listening and develops deeper thinking skills.

Personal, Social, Health and Citizenship Education

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices. We also promote the 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 and other religions, we enable children to appreciate what it means to be positive members of our society.

Spiritual, Moral, Social and Cultural development

Through RE (and Collective Worship- see policy) in 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 they develop their knowledge and understanding of the cultural context of their own lives.



Assessment and monitoring of R.E.

It is expected that each teacher will be responsible for the ongoing assessment of their pupils. This can take a number of forms including verbal feedback/discussion, written outcomes and art inspired pieces. Monitoring of RE is the responsibility of the RE CALT and is carried out through planning scrutinies alongside looking at children's books and talking to children from across the year groups. The school's own RE policy is updated biannually and shared with the governors. All parents will be provided with an annual report including a section on their child's progress in R.E.

The right to withdrawal from R.E.

At Manor Park CE First School parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the Head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. 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 will be made aware of the 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. 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. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other Policies-

This policy is linked closely with the:

Collective Worship Policy

PSHCE Policy

SMSC Policy

British Value guidelines

Teaching and Learning Policy

Child Protection Policy

Equal Opportunities Policy