



Manor Park CofE VC First School

Religious Education Policy

Inspiring all to learn and grow 

December 2021
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Written by RE CALT
RE Governor- Rev Cora Yarrien

'Be Safe, Be Kind, Be Your Best!'

School Vision

Inspiring all to learn and grow.

School Values

COMPASSION - TRUST - CREATIVITY - RESILIENCE - COLLABORATION

School Mission Statement-

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

RE vision -

At Manor Park CE First School we are committed to providing an enriching experience for children. We strive to enable children to develop their own beliefs and values while respecting and understanding the views and beliefs of others. Children will engage in a high quality, enquiry based RE curriculum that is rooted in discussion and the encouragement to ask deeper questions. We provide opportunities for children to experience awe and wonder moments throughout the curriculum and therefore enhance their creativity and imagination.

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'.

Manor Park CE 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.

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

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

(supported by Chris Quigley's essentials curriculum)

- 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.
- Ask deeper questions and become highly reflective in their learning and as a result nurture their own spiritual development, fostering personal reflection.
- Consider challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.
- Develop a wider knowledge and deeper understanding of Christianity and other principal religions, exploring how beliefs, values, practises and ways of life within a religion cohere together.
- Explore and reflect on 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 a respect for others, including people with different faiths and beliefs, and help 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 where creativity and imagination are actively encouraged

Teaching and Learning -

We aim to celebrate diversity offering a welcoming and inclusive environment for all pupils and staff within our teaching of RE.

RE is predominantly taught through an enquiry based approach using the Discovery RE and Understanding Christianity programmes although a variety of teaching methods are being used 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 and celebrating through different faiths.

In Preschool, there is a focus on children talking about their families and making comparisons with other families. They are encouraged to notice and celebrate our differences in a positive way.

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

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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.

SEN

RE is for all pupils and In the planning and delivering of RE the teachers respond to children's individual needs as appropriate.

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 the teaching of RE ,the children learn 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 diverse society. We teach and promote British Values.

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 through marking work set and each child's response to questioning. Each teacher will carry out end of study assessments (usually 6 weeks in duration) throughout the year. The level achieved in these can be used by the RE CALT team to track pupils progress through the school and ensure the work set is suitably challenging. The CALT team will also monitor R.E. within the school through monitoring of planning, books and discussion with children. This triangulation, we believe, provides a more cohesive view of progress and areas of development.

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.

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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

PSHE Policy

SMSC Policy

British Value guidelines

Teaching and Learning Policy

Child Protection Policy

Equal Opportunities Policy

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