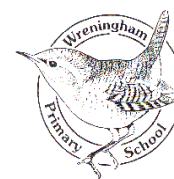


# Together Everyone Achieves More

Wreningham School is committed to Safeguarding  
And promoting the Welfare of children



Wreningham V.C. Primary school



**1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."**

## **R.E. Policy**

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School

### **Our Christian Vision**

Working together so that everyone in our school feels safe, confident and happy, curious to learn and able to achieve their very best within our Christian community. 1 Corinthians 12:12, "*There is one body but it has many parts. But all its many parts make up one body.*" Our vision is realised through our Christian values of Stewardship, Courage, Hope, Forgiveness, Friendship and Compassion.

### **Introduction**

Wreningham VC Primary School is a Church of England school. This means the teaching of Religious Education (RE) is given significant importance. 'Religious Education is not just an academic subject, but, lying at the very heart of the curriculum, has an important role in reflecting and conveying the distinctively Christian character of the school'. In order to allow the children to have the opportunity to explore deeper questions about life and to learn about Christianity alongside other faiths and cultures, it is placed in the core of our curriculum.

### **How we approach the teaching of RE**

As a Church of England School we approach Religious Education in a way that will not only introduce children to an understanding of the nature of Christian beliefs and practices but will provide a foundation for Christian learning for life. Children will be encouraged in their exploration of the spiritual dimension of life and the environment will be set for them to experience an awareness of God. Further opportunities will be given for children to learn about other world faiths, not only to compare but to enhance their understanding of the Christian faith.

### **RE Policy Statement**

Religious Education is unique in the academy 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'. The school has adopted the principles of the Locally Agreed Syllabus for Religious Education (Norfolk/Suffolk) and supplements this with material from the Diocese.

### **Aims**

The broad aims of religious education (RE) are set out within the locally agreed syllabus and the Church of England Education Office Statement of Entitlement (2016). The purpose of religious education in school is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief. The aims of religious education are to enable pupils to:

- Know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British Culture and heritage.

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith and explore the great questions of life and death, meaning and purpose
- Know about and understand Christianity and other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Show a well-informed, balanced and respectful attitude to religions and world views.
- Engage in meaningful and well-informed dialogue with those of other faiths and none
- Reflect critically and responsibly on the truth claims of Christian belief and on their own spiritual, philosophical and ethical convictions, exploring and enriching their own beliefs and values.
- Develop a sense of themselves as significant, unique and precious
- Develop the skills to handle the Bible text
- Find a reason of hope in a troubled world
- Allowing pupils time to reflect on human experiences and relationships in the light of their own experiences and with reference to the teaching practices of religions

RE provides children the opportunities to

- Teach and learn about the school's six values of Stewardship, Courage, Compassion, Forgiveness, Friendship and Hope
- Apply what they have learned e.g. Show respect for all people and their beliefs - Compassion (the Good Samaritan)
- Value one another's contributions and know they are of value and worth
- Be confident to share their own views and beliefs

### **Curriculum**

The curriculum for RE is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

Theology: This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

Human/ Social sciences: This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

These three disciplines provide lenses through which each enquiry question is approached. In accordance with the structure of the locally agreed syllabus we have agreed that:

- At KS 1 pupils study primarily Christianity and Judaism, with reference made to other principal religions, beliefs and worldviews.
- At KS 2 pupils study primarily Christianity, Islam and Hinduism, with reference made to other principal religions, beliefs and worldview.

In accordance with the Statement of Entitlement (2016), 2/3 curriculum time is allocated to the teaching of Christianity. This entitlement is met both through the weekly or blocked teaching of RE, and through additional RE days which focus on an aspect of the Christian Faith.

The use of the resource *Understanding Christianity* particularly supports the development of the theological perspective.

### **Teaching RE**

Religious education uses an enquiry-based approach to learning. This is based on the best practice framework in the Norfolk/Suffolk agreed syllabus. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills and stories. The use of artefacts will be essential to enable pupils to handle and experience religious artefacts in a sensitive manner and to make them aware of the diversity of religious artefacts.

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

## **Assessment**

Pupils are assessed using age-related expectations (from September 2019). This is done in a variety of ways e.g. through written activities, role play, art work and discussion. Progress is tracked using Pupil Asset (from September 2019).

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

## **Monitoring & Evaluation**

The subject lead, together with the headteacher and DSSO, will monitor RE provision and standards within the school through observation, looking at work, talking to children and reviewing the curriculum with staff.

## **The Right of Withdrawal from RE**

Wreningham VC Primary is an inclusive school but recognises parents have the legal right to withdraw their children from 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 or citizenship.

We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

## **The contribution RE makes to other curriculum aims**

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, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’.

As a Church of England school the context of SMSC lies in Christian values.

The school takes an active approach in the development of spiritual, moral, social and cultural aspects of our pupils’ education which is reinforced by many of our policies, particularly those concerned with behaviour, equal opportunities, personal social and health education and citizenship.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The role model standards will be practiced by all staff in order to set an effective example for our children. However, we recognise the children’s development will be affected by many factors other than those which the school itself provides. These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people’s opinions and develop a questioning mind across a wide area of the curriculum.

## **Definitions**

Spiritual development -This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

Moral development -This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Social development -This can be defined as a personal development concerned with living and learning in a community rather than alone.

Cultural development -This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action

**Entitlement and Inclusion – EAL & SEN**

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.