



Witchampton C of E First School Religious Education Policy

'Live a life of love, just as Jesus loved us' Ephesians 5 verse 2

Section 80 of the Education Act 2002 and Schedule 19 of the School Standards and Framework Act 1998, entitles all pupils to receive a religious education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural (SMSC) development.

This policy sets out the framework in which Witchampton C of E First School will ensure that this duty is met.

Policy Statement

Unlike other subjects R.E. is not in the National Curriculum. It is, however, a core subject. Witchampton C of E First School is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust deed of the school. The Academy Committee, in consultation with the Head of School have decided, following advice from the Diocese, to adopt the Dorset Locally Agreed Syllabus and Understanding Christianity. Religious Education seeks to help children learn about different religions and learn from them, developing spiritual insights and beliefs. We aim to foster a sense of awe and wonder in the children, encouraging them to develop a concern for others and for the world in general, assisting them in their own search for meaning and purpose in life. The children participate in acts of Collective Worship and the school has close links with The church of St Mary, St Cuthburga and All Saints in the village of Witchampton.

RE at Witchampton C of E First School will:

- Foster a sense of awe, wonder and mystery in the children and encourage a concern for others and for the world in general.
- Develop the children's knowledge and understanding of the Christian faith.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. As well as Christianity, it will also develop children's knowledge, understanding, respect and sensitivity of other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Show that questions of meaning can produce a range of answers.
- Contribute to the development of the child's own beliefs and values (whether they are religious or non-religious), in 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. This also builds resilience to anti-democratic or extremist narratives.
- Enable children to identify their own feelings and beliefs and those of others and recognise the relationship between personal beliefs and value.
- Reflect upon Christianity and other religious faiths around the world, as an integral part of becoming a global citizen. Enabling children to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

- Prompt children to 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.

Community cohesion

RE makes an important contribution to Witchampton's duty to promote community cohesion. It provides key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

Witchampton C of E First School will use RE to promote community cohesion:

- Within the school, through the exploration, promotion and celebration of diversity, beliefs and values.
- At the local level, investigating patterns of diversity of religion and belief, and forging links with different groups.
- At the national level, through the study of the diversity of religion and belief across the UK and how this influences national life.
- At the global level, through the study of matters of international significance, recognising the impact of the diversity of religion and belief on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting an inclusive school ethos that champions democratic values and human rights.

Teaching and Learning

The staff at Witchampton have agreed the best practice of teaching and learning as detailed in the Teaching for Learning Policy. We aim to develop the whole child within a rich and stimulating curriculum and aspire for all children to enjoy learning.

Religious Education Curriculum Planning

Our planning includes long, medium and short term planning:

- Our long term planning is designed to ensure continuity and progression of children's skills, knowledge and understanding throughout the school. It maps out curriculum coverage across each year group.
- Our medium term planning is based upon The Dorset Agreed Syllabus and the Understanding Christianity scheme. These plans identify learning intentions and ensure an appropriate balance of experiences within the curriculum area.
- Our short term plans are completed by each class teacher for each session taught. They highlight links with other curriculum areas and differentiation where appropriate.

At Foundation stage, the children in Reception will follow the Dorset Agreed Syllabus, Understanding Christianity and also make appropriate links to the EYFS Statutory Framework.

Religious Education and Inclusion

We enable all children to have access to the full range of activities involved in learning Religious Education, which provides a broad and balanced education for all the children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Rights of Withdrawal

At Witchampton C of E First School we wish to be an inclusive community. Parents have the legal right to withdraw their child from RE and from Collective Worship on religious grounds. We would ask any parent considering this to contact the Head of School to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at our school.

Assessment for Learning

At Witchampton we believe that formative assessment focuses on how children learn and promotes their learning. We encourage the active involvement of children in their own learning and teachers assess children's learning in different ways. Teachers make assessments as part of each session to help them adjust their lesson plans. They match these short-term assessments closely to the learning intentions. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each child and records the children's achievements. This is a basis for assessing the progress of the child and the class. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the curriculum leader and the next teacher at the end of the year.

Monitoring and Review

Monitoring of the standards of children's learning and of the quality of teaching in Religious Education is the responsibility of the Religious Education curriculum leader and the Head of School. The work of the curriculum leader also involves supporting colleagues in teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the curriculum area in the school. The curriculum leader liaises with other agencies and provides a strategic lead and direction for the curriculum area in the school.

This policy was written by the teaching staff and will be kept in a policies folder. It is accessible to all staff, academy committee members and parents. It will be reviewed every two years.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.

Reviewed: March 2019

Reviewed by Academy Committee:

To be reviewed : March 2021