



Chapelford Village Primary School

Religious Education Policy

Learn

Achieve

Respect

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POLICY



Chapelford Village Primary School

Values Policy

Learn, Achieve, Respect

Religious Education at Chapelford Village Primary School:

Religious Education offers rich experiences with opportunities for our children to develop their own beliefs, values and ideals. We sensitively study and explore world religions and foster a respect for all people, their beliefs, cultures and lifestyles through the Lancashire Scheme of Work (Warrington agreed syllabus). Through the uses of distinctive language, listening and empathy, RE develops pupils' skills of enquiry and response. RE encourages pupils to reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses. RE does not seek to urge religious beliefs on pupils by promoting one religion over another.

What is the principle aim for RE in Lancashire?

'To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?'
- exploring answers offered by religion and belief.'

How does this syllabus address pupils' needs?

This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world. In this, RE should enable children and young people to:

- Be aware that human life is not merely material life and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others.
- Approach sensitively and respectfully the beliefs, actions and feelings of all people, so that they can take full part in building a more cohesive community where people of different religions and no religion can live well together.
- Understand the relationships between the individual and the community in religious life.
- Develop appropriate ways of communicating their own thoughts, feelings and responses.
- Apply these insights to the development of their own beliefs, values and attitudes.

The Lancashire Field of Enquiry model:

At the heart of this syllabus is the search for meaning. In order to support this quest, enquiry methods of learning should be employed throughout. Pupils should create questions, identify ways of finding answers (and acknowledge that sometimes there may be no answer), research into the local and wider community's attitude towards beliefs. In RE, pupils and teachers investigate the big questions of life together as part of a lifelong search for understanding.

The Lancashire Field of Enquiry model continues to be central to this syllabus, ensuring meaningful and child centred RE for our pupils. It secures the syllabus' principle aim 'to support pupils' personal search for meaning by engaging enquiry into the question "What is it to be human?" exploring answers offered by religion and belief.' At the centre is the question 'What does it mean to be human?' The exploration then requires the following four areas:

- Shared human experience - the nature of human being.
- Living religious tradition - principal religious traditions encountered in the world.
- Beliefs and values - which lie at the heart of these traditions.
- The search for personal meaning – a lifelong quest for understanding.

How do we plan our RE programme?

- In the Early Years Foundation Stage, pupils must have opportunities to learn about Christianity and other religions represented in the class. If no other principal religions is represented at least ONE other religion should be explored.
- In Key stage 1, pupils must have opportunities to learn about Christianity and at least TWO other principal religions, and other religions and beliefs represented in the school community.
- In Key stage 2, pupils must have opportunities to learn about Christianity and at least TWO other principal religions, and other religions and beliefs represented in the local area/Lancashire region. By the end of KS2 primary children should have touched upon all the six major world faiths.

Collective worship in Chapelford Village Primary School:

Collective Worship is a time when the whole school, or groups within the school meet, in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Our whole school, phase and celebration assemblies are a shared occasion, when the school comes together to establish a feeling of oneness. Religious values are linked to our own school values, giving children the opportunities to identify, affirm and celebrate the ideals and values held to be of central importance to the school. Our school values are alternated each month and celebrated in phase assemblies. Children are recognised from each class, each week and awarded with a certificate for demonstrating our school values. These include:

- Courage
- Peace and love
- Kindness
- Patience
- Tolerance
- Respect
- Trust and honesty
- Responsibility
- Pride
- Friendship and co-operation
- Perseverance

Parents/Carers have the right to withdraw their child from any act of Collective Worship on the grounds of religious conscience.

The prevention of religious extremism:

At Chapelford Village Primary School, we are committed to the development of community cohesion and the prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments. We are also committed to respond to community concerns or local disturbances in a positive way which supports British democratic society.

We believe that sharing our values with parents, carers and our community is essential in supporting our children through their journey in school and life. We acknowledge and understand the importance of the role that our community has to play and appreciate the need to inform them of the values work that we do.

The right of withdrawal from R.E.

Parents and legal guardians have the legal right to withdraw their children from religious education. As an inclusive school, we will respond to a request for withdrawal from R.E. with an invitation to discuss regarding any concerns and allowing the school the opportunity to explain our syllabus and approach in more detail to the family concerned, with the hope of being able to offer reassurance of any concerns. We would stress in particular that the R.E. curriculum is relevant to all pupils and respects their own personal beliefs. If the parent still requests to withdraw their child we will require the parent/guardian to make arrangements for an alternative R.E. provision for their child by providing activities for their child to complete whilst their class is working on their RE lesson. However, the right of withdrawal will not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters may be raised by pupils or there are issues related to religion that arise in other subjects such as History or PSHE & Citizenship. The school will be particularly vigilant for requests that aim to exclude a child from learning about only one religion in particular and will not enable a 'pick and mix' approach to R.E.