



Religious Education Policy

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject. However, the 1988 Education Act states: “Religious education has equal standing in relation to core subjects of the national curriculum in that it is compulsory for all registered pupils.”

Our aims are to ensure that pupils:

- As part of our curriculum, the children will develop their knowledge of other faiths. This will be taught through the discrete teaching of this subject but also when learning about Christianity, links will be made to enable similarities and differences to be compared.
- Throughout the children's time at this school, they will learn about a variety of different faiths which will be cycled. By the end of primary school, children will learn about Judaism, Buddhism, Islam, Hinduism and Sikhism as well as Christianity.
- Develop a knowledge and understanding of the other principal religious and non-religious belief traditions represented in Great Britain today.
- Develop a sense of respect for traditions, beliefs and practice.
- Grow in their spiritual development.
- Develop a sense of awe, wonder and mystery.
- Develop skills and attitudes that will support their personal, moral, social and cultural development.
- Explore some questions of meaning and consider the different ways humankind has responded to them.
- Think about their own beliefs and values in the light of the beliefs of others—both religious and non-religious—and the values of the school community.

Equal opportunities

Every child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. This also includes children who have no religion.

Safeguarding

At Coupe Green Primary School we cover a range of religions in RE and make children aware of the beliefs of others so they can show respect and understanding.

Teaching and Learning

In order to make religious education interesting we employ a variety of teaching methods, including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. When planning teachers follow the Lancashire SACRE programme of study, this ensures 50% of the curriculum is devoted to the teaching of Christianity with the remaining 50% covering other world religions.

At Coupe Green we feel it is of great importance that children learn about diversity and celebrate similarities, differences and individuality. As part of this we learn about and celebrate festivals from a range of faiths, such as Chinese New Year, Eid and Diwali through theme days and by inviting visitors into school. These days allow children to experience customs from other cultures and develop a deeper understanding and thus a respect for the diverse world in which we live.

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

Assessment and monitoring of RE

In line with the school policy on assessment and monitoring, it is expected that each teacher will be responsible for the regular assessment of their pupils through assessment for learning. The class teacher will track children's progress to ensure that each pupil is set work that is appropriately challenging.

Parental Involvement

Parents receive an overview of the curriculum their child is covering in order to help extend their child's knowledge at home. This is readily available on the school website. We welcome parents to share their experiences that are relevant to the children's area of RE study.

The right of withdrawal from RE

Coupe Green Primary School encourages the development of an inclusive school culture. However, we recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. In all cases the Head Teacher will wish to discuss with the parent(s) the implications of their request and to discuss any concerns or anxieties they may have about the policy, provision and practice of religious education. Once 'the withdrawal' has been discussed with the Head Teacher and agreed this must also be put in writing by the parent.

The role of the Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in RE through:

- Monitoring and evaluating RE
- Pupil progress
- Provision of RE (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in RE

The role of the class teacher is to

- Implement the RE Policy
- Provide children with teaching and learning activities that enable them to become competent learners
- Ensure the curriculum for RE is being followed for their year group

The role of the Head and the Governing Body is to

- Check compliance of the policy
- Discuss with staff how far the policy is being successfully implemented
- Monitor the teaching and learning of RE throughout the school

Policy Reviewed: September 2021