



# MARYPORT CHURCH OF ENGLAND PRIMARY SCHOOL

## RE Policy

**‘Teach children to choose the right path and when they are older they will remain on it.’ – Proverbs 22:6**

At Maryport Church of England Primary School, our mission is to create a happy, safe and successful learning environment which will clearly reflect Christian values. This will enable our pupils to develop their unique potential and a love of learning which promotes aspirations and prepares them well to live life in all its fullness. As a Church of England School, we encourage our children to live a life rooted in faith and love.

### Introduction

RE is central to the purpose of Maryport Church of England Primary School because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

As a Church of England school, we follow the 2017 Cumbria Agreed Syllabus for RE. Within this framework we cover all the major world religions but focus specifically on Christianity and Islam in EYFS and Key Stage 1 and Christianity, Islam and Buddhism at Key Stage 2. We also incorporate units of work from Understanding Christianity.

RE at Maryport Church of England Primary School explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. Values education permeates the RE curriculum at Maryport Church of England Primary School.

### Aims

The aims of RE are to enable young people to be:

**Informed:** Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**Expressive:** Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including spiritual and ethical issues
- appreciate and appraise varied dimensions of religion or a worldview

**Enquiring and Reflective:** Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other's lives.

## **Spiritual Moral, Social and Cultural Development, Promotion of the Schools Christian values and the promotion of British Values**

Through teaching RE in our 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 build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and in doing so, they develop their knowledge and understanding of the cultural context of their own lives. Social and emotional aspects of learning (SEAL) are embedded within many of our curriculum areas. Social and Emotional Aspects of Development (SEAD) also play a key part in the early years foundation stage (EYFS). The concepts that support the teaching of British Values regularly occur in the teaching of RE. These are:

**Democracy:** Through discussion in RE pupils can realise the significance of each person's ideas and experiences. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy - as does examining the concept of responsibility to share our voice and influence for the well-being of others.

**The rule of law:** In RE, pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They can consider the value of the rule of law, where all people are equal before the law.

**Individual liberty:** In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live free from constraints. Within RE, pupils can develop an understanding of themselves as situated in a particular cultural context by considering the cultural norms, rules, desires and pressures which restrain them, but also by considering the ways that they are free.

**Mutual Tolerance:** Learning about different ways of life and beliefs requires an understanding of difference. Quality RE teaching helps pupils to move beyond tolerance towards an increasing respect and the celebration of diversity. This should include hosting visitors and paying visits to places of worship and places of religious or spiritual significance.

**Respectful attitudes:** In the RE curriculum, mutual respect between those of different beliefs is developed, promoting an understanding of what society gains from diversity. Recognition and celebration of human diversity can flourish where pupils understand different faiths and beliefs, and are actively encouraged to be broad-minded and open hearted. Pupils should learn to disagree respectfully and teachers should challenge their choice of language when necessary.

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

## **Approaches to teaching and learning in RE**

RE is an exciting curriculum subject and we employ a wide range of learning methods in our teaching.

These include:

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

RE is a core area of the curriculum taught through a range of methods, we will work flexibly throughout the term to enable cross-curricular work.

## **Arrangements for monitoring standards of teaching and learning in RE, including how RE contribute to SIAMS School Self Evaluation**

The Head, Deputy Head and Subject Leader will monitor RE within the school through analysis of assessment data, observation, lesson studies, learning walks, planning analysis, work scrutiny and discussions with pupils. The Head and Deputy are responsible for contributing to the Church school self-evaluation process by reviewing each area of the SEF, monitoring and evaluation as above, followed by plans to move forward.

## **The right of Withdrawal from RE**

At Maryport Church of England Primary School we wish to be an inclusive community but recognise that 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 occasions, 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 head teacher to discuss any concerns about the policy, provision and practice at the school.

## **Responsibilities for RE within the School (Head Teacher, Governors and Subject Leadership)**

As well as fulfilling their legal obligations, the governing body, head teacher and subject lead will make sure that:

- the subject is well supported and monitored and receives an adequate budget to do this.
- The RE subject leader's subject knowledge and expertise are kept up to date by means of regular training.
- Staff training needs are identified and ensure that staff receive adequate training in the teaching and assessment of RE. Newly appointed teachers to the church school receive support from the diocese to enable them to become effective teachers of RE.
- The RE subject leader will regularly monitor the quality of RE teaching across the school.

### **Review**

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE Subject Leader and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans.

Last revision date: March 2020