**Wheelock Primary School**

**R.E Policy**

**Introduction**

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Wheelock Primary School, we develop the children’s knowledge and understanding of the major faiths, and address fundamental questions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn about religions, as well as from religions.

### ****Intent****

At Wheelock we believe teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their own ideas, values, and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse religions and secular and non-religious worldviews.

Pupils should gain and deploy the skills needed to understand, interpret, and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values, and experiences while respecting the right of others to differ.

**These include:**

* *Artefacts*
* *Educational-clips*
* *Drama*
* *Art*
* *Discussion*

We take time to explore the different places of worship – this is done both by using the Internet, and where possible through first-hand experiences. This helps to develop their knowledge and understanding of the different religious rituals. We also provide opportunities throughout the year for our children to visit the local Churches and take part in a range of activities.

### ****Implementation****

At Wheelock Primary we follow the Cheshire East Standing Advisory Council on Religious Education (SACRE) for our content and coverage. This coverage is spread out in a Long term plan that all teachers follow. Teachers can use the SACRE planning ideas to support the implementation of the topics, however this must be placed on the personalised Wheelock primary planning format.

Religious education lessons are, where possible, taught in a block on a R.E day per half term.

**We focus mainly on:**

* *Christianity*
* *Judaism*
* *Humanism*
* *Hinduism*
* *Islam*

This knowledge enables the children to explore RE further as they go to high school.

If, for any reason, parents wish to withdraw their child from an R.E. lesson or an act of worship, they should contact the Head teacher and alternative arrangements will be made.

We ensure that our RE lessons are inclusive. This means that children of all abilities are encouraged to join in; this is achieved through use of support, outcome or similar simplified tasks.

Before each unit of RE is taught, the children are given a cold task to assess any prior knowledge they may have of that unit of work. It also ensures that our subsequent planning suits the needs of all children. This can also be a great opportunity for discussion and allows children to share any experiences they may have had outside of school that link to their RE unit of work. At the end of each unit, the children will complete a hot task to assess their learning and understanding of the unit of work.

### ****Impact****

When pupils leave Wheelock they should feel *‘…..ready to take their place in the global community’*

They will feel….

* Equipped with knowledge and understanding of a range of religions and worldviews,
* They have developed their ideas, values and identities with these different religions and worldviews,
* Able to participate positively in society with its diverse religions and secular worldviews.
* They have the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
* Able to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

**The legal position of religious education**

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. RE is part of the basic curriculum. It is taught in accordance with the Cheshire East Agreed Syllabus (2021). It makes contributions to the spiritual, moral, social and cultural development. RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

Parents who wish to withdraw their children, because of personal choice or religious affiliations are permitted to do so, once they have made a formal written request to the school, and this has been agreed by the head teacher and LAB. A record of withdrawals is kept by the RE coordinator.

**Curriculum planning in religious education**

RE is a part of the whole school curriculum. The Cheshire East agreed syllabus plans are used to support the teachers’ planning which outlines the key questions/ concepts covered each term during each Key Stage and by each year group.

At the Foundation Stage RE is planned using the guidance from Cheshire east and we weave this into our EYFS framework .

Key Stage 1 and 2 there is a systematic study of Christianity and the other 4 principal religions in the UK (Hinduism, Islam, Judaism and Sikhism). There is opportunity for other religions to be studied as well as atheist and agnostic points of view within any of the support units. The units highlight opportunities to learn outside the classroom as well creatively through the arts. In KS1 and LKS2, we use the medium-term plan from the Cheshire East Syllabus to inform our short-term planning. In UKS2, we still follow the Cheshire East Syllabus, however, we focus on a key concept/question each half term. During this half term the children will learn about how this concept/question relates to Christianity, Judaism, Islam, Hinduism and other worldviews, such as Humanism. This allows children to make comparisons between religions.

In Key Stage 1, RE is taught for 36 hours a year and in Key Stage RE is taught for 45 hours a year.

**Assessment for learning**

Children demonstrate their ability in religious education in a variety of different ways. Younger children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a ‘question and answer’ style report on the concept they have been focusing on.

Children also complete a ‘hot task’ after each unit of work. This can then be compared against their ‘cold’ task so that teachers can assess their child’s learning. Teachers will also assess children’s work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning.

Written or verbal feedback is given to the child to help guide his or her progress.

A system of assessment will be developed in line with the school system of assessment – this is ongoing and in development.

The RE subject leader keeps samples of children’s work in the R.E subject file. These demonstrate coverage and quality.

**Resources**

There are sufficient resources for all religious education-teaching units in the school and these can also be ordered from the Education Library Service.

**Monitoring and review**

The coordination and planning of the religious education curriculum are the responsibility of the subject leader, who also:

* Supports colleagues in their teaching, by keeping informed about current developments in religious education.