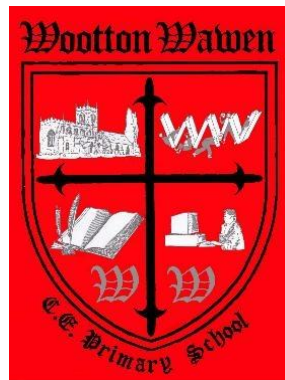


# *Wootton Wawen C of E Primary School R.E. Policy*



This policy was approved by the Full Governing Body and supersedes any previous RE Policy. The policy has been developed by the staff, using the work of Agreed syllabus to lead discussions, and in consultation with governors. It will be reviewed every 3 years, or earlier if needed.

APPROVAL DATE	March 2022
REVIEW DATE	March 2025
Head of School	
CHAIR OF GOVERNORS	

Wootton Wawen C.E. Primary School.

R.E. Policy.

**“We need to enable R.E. to spill over into how the whole of life is lived, including the whole life of the school which provides the setting for R.E. adventure.”**

**John Saxbee**

**(Taken from: Religious Education at the heart of the curriculum?)**

This document should be read along with:

- The Church of England “Statement of Entitlement”  
[www.churchofengland.org/media/.../re\\_statement\\_of\\_entitlement\\_2016](http://www.churchofengland.org/media/.../re_statement_of_entitlement_2016).
- The collective worship policy

Introduction.

This document is a statement of aims, principles and strategies for the teaching and learning of Religious education at Wootton Wawen C.E. Primary School.

It aims to build upon firstly the Christian ethos already established within this Church of England school and secondly the well-established links with St. Peter’s Church.

It is a document to provide guidance and information for all the staff at the school. Through this policy (and all the associated schemes and units of work) we aim to ensure continuity and progression for all pupils, whilst at the same time, meeting the statutory requirements of Warwickshire’s Agreed Syllabus.

What is R.E.?

Religious Education is NOT simply an exploration of the world religions. It is also about helping children to be more aware of who they are, what they and others believe and what they value. R.E. will help children to:

- Explore their inner selves, feeling, values and beliefs.
- Think more clearly for themselves about religion
- Find answers for themselves about life and how to live it.
- Grow within themselves.

## Rationale.

R.E. is important because it promotes spiritual, moral, social and cultural development. It enables pupils to acquire and develop an appreciation and understanding of religious traditions and qualities of human existence which religion addresses.

It is an important part of the curriculum for the following reasons:

- It provokes questions.
- It develops knowledge and understanding.
- It provides an opportunity for reflection and spiritual development.
- It enhances awareness and understanding.
- It reflects on, considers and analyses, interprets and evaluates.
- It develops a sense of identity and belonging.
- It prepares the children for adult life.
- It enables confidence in own viewpoints and beliefs.
- It engages honest enquiry.
- It develops respect and sensitivity.
- It promotes discernment.
- It combats prejudice.

## Aims.

The aims of R.E. are to enable pupils to:

- Develop an awareness of spiritual and moral real-life experiences, identify questions and issues which they raise and respond to then in a variety of ways.
- Develop knowledge and understanding of Christianity, other principal traditions and value systems represented in Great Britain.
- Reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in light of their studies.
- Have confidence in their own viewpoint whilst engaging in an open and honest enquiry, respecting the right of others to hold beliefs different from their own in a religiously diverse society.

Each of the aims contributes to the spiritual, moral, social and cultural education of pupils'.

## Statutory Requirements for R.E.

R.E. is compulsory, but parents have the right to withdraw their child. It must promote Social, Moral, Spiritual and Cultural and reflect Christian Tradition, as well as taking into account other principal traditions. SMSC provision within the school is now audited each year.

## **Foundation Stage.**

Within the foundation stage, R.E. must be taught for a reasonable amount of time through the seven areas of learning in the Early Years Foundation Stage (EYFS). It MUST include explicit religious material from the Christian tradition, plus two others from: Buddhist, Hindu, Jewish, Muslim or Sikh.

## **Key Stage 1.**

Key Stage 1 must teach 32 hours of R.E. a year, though it can be done creatively. It needs to address and link AT1 (learning about religion) and AT2 (learning from religion). Pupils need to explore appropriate concepts through the key processes. Christianity and Muslim traditions must be studied in depth, plus one other religion, although the pupils must encounter three other traditions at least once. Age-related expectations descriptors need to be used to make judgements on pupils' attainment and this needs to be reported to parents.

## **Key Stage 2.**

Key Stage 2 must teach 38 hours of R.E. per year. It must address AT1 and AT2. It identifies appropriate key concepts for pupils' to explore through the key process. Christianity, Hinduism and Sikhism must be covered and at least one other tradition for an in-depth study. Two other traditions must be encountered at least once. Age-related expectations descriptors need to be used to make judgements on pupils' attainment and this needs to be reported to parents.

## **Creative Curriculum.**

Alongside the statutory requirements for R.E., there is a non-statutory national framework for R.E. which provides three strands:

- 1) Learning about religion (AT1).
- 2) Learning from religion (AT2).
- 3) The process of linking AT 1 and 2 together.

Religion needs to be understood in our current cultural context and that it played a part as being a driver of some major historical events. Faith needs to be developed alongside religion and be developed spiritually, physically and mentally in all that we do within the curriculum.

**To create schools where children are viewed as unique creations of God that deserve to be listened to, nurtured and allowed to grow while rooted in positive values and virtues, attitudes and aptitudes is our calling and responsibility."**

**John Saxbee**

**(Taken from: Religious Education at the heart of the curriculum?)**

### The Warwickshire Agreed Syllabus programme of study.

Each programme of study for both Key Stages 1 and 2 has three aspects. Aspects One and Two are comprised of seven areas of study. Aspect Three is the process linking AT one and two together.

#### **Aspect One – Knowledge and understanding of religious traditions.**

Area of Study 1: Devotion and meditation.

Area of Study 2: Experience of human relationships.

Area of Study 3: Lifestyle.

Area of Study 4: Authority.

Area of Study 5: Expression of belief.

#### **Aspect Two – Awareness of life experiences.**

Area of Study 1: Experience the natural world.

Area of Study 2: Experiences of human relationships.

### **Aspect Three- Exploring, reflecting and responding.**

Each area of study has a number of elements through which pupils have the opportunity to:

- Experience visits to places of worship, both churches and places of worship from other religions, so that they may begin to understand the special purpose of such places.
- See how periods of stillness and silence are used by some people (i.e. Buddhists) in worship or meditation.
- Engage through their senses with buildings, imagery, movement, music and artefacts so that they will begin to understand the ways in which light, colour, pattern, sound, tastes and smells may contribute to worship (i.e. Sikhs).
- Share their own experiences of worship, where appropriate, and that of others.
- To explore aspects of worship or meditation such as prayer, praise or offering, recognising that these are important experiences for some people.
- Be introduced to some of the purposes for which people pray or meditate.
- Begin to consider what people mean when they say 'God'.

In Key Stage One two-thirds of the elements from Aspects 1 and 2 are required to be covered, with aspect 3 to be covered throughout. In Key Stage 2 all the elements of Aspects 1 and 2 are required to be covered, with Aspect 3 continuing to be employed throughout.

The Warwickshire Agreed Syllabus is designed to represent the Christian tradition at all stages and the other major traditions Muslim, Buddhist, Hindu, Jewish and Sikh during the course of each phase of education.

### **Understanding Christianity.**

The *Understanding Christianity* materials are intended to support teachers in teaching about Christianity in Religious Education. It is a coherent and comprehensive (but not exhaustive) resource, including:

- a **theological and conceptual basis**, taking seriously Christian accounts of the 'big story' of salvation and the relationship of the reader/pupil to these texts
- a clear outline of **core knowledge 'building blocks'** in relation to Christianity, to enable teachers to see what pupils should know, understand and be able to do
- essential **background information** for the teacher about Christian concepts, theology and practice;
- a **teaching and learning approach** to enable pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world
- flexible opportunities for **assessment**: these use both knowledge building blocks (suitable for 'mastery' models of assessment) and end of phase/key stage outcomes (which incorporate knowledge and the skills with which to handle, integrate and apply this knowledge). These allow pupils to make progress from surface learning to 'digging deeper' learning at all ages.

*Understanding Christianity's* approach to teaching about Christianity builds up pupils' encounters with biblical concepts through texts, placing them within the wider Bible story.

## R.E. at Wootton Wawen Primary School.

### Planning.

Planning for R.E. at Wootton Wawen is done within the context of the requirements of the Warwickshire Agreed Syllabus and the units of work are developed by the Warwickshire Education Authority, providing pupils with knowledge and understanding of a range of religions. Used alongside the Agreed Syllabus is Understanding Christianity, which seeks to **“see pupils leave school with a coherent understanding of Christian belief and practice” (taken from the Understanding Christianity Teachers’ Handbook)**. The units from both of these syllabuses have been linked with work in other curriculum subjects where possible and if necessary adapted to suit the particular circumstances of different classes within the context of the school’s long term plan. Please refer to Appendix 1 for information about how blending learning during the current climate, in light of Covid-19, will be addressed.

### Foundation Stage.

Although there is no programme of study for R.E. in the Foundation Stage, it is a statutory requirement for reception children to be provided with R.E.. The school is required to teach R.E. for a reasonable period of time through the seven areas of learning. At Wootton Wawen the learning and teaching of R.E. is within the context of the ‘Curriculum Guidance for the Foundation Stage’ with the unit plans linked to the ‘Early Learning Goals’. Work reflects the children’s own life experiences and ‘bridges’ these with explicit religious material from the chosen traditions. In the foundation Stage the units of work focus on the Christian tradition and three other chosen religions (at present, these are Hinduism, Islam and Sikhism).

### Key Stages 1 and 2.

In both Key Stages, learning is through the exploration of life experiences related to the key concepts. Emphasis is not only on events, but feelings, attitudes, motives and responses. Pupils are given the opportunity to reflect on their own experiences by comparing and contrasting them to the experiences of others who belong to different religious traditions. Learning is limited to one dimension of a tradition at a time, with pupils being encouraged to look back and reflect on what they have discovered.

At Key Stage 1, the units of work focus on Christian, Muslim and Sikh and Hindu traditions with pupils encountering some of the other religions’ traditions on at least one occasion.

At Key Stage 2, the units of work focus on Christian, Hindu, Sikh and Muslim traditions with pupils encountering Buddhist and Jewish traditions on at least two occasions. They also encounter Humanist views.

### Assessment and Recording.

Each unit of work contains sections relating to pupil expectations and assessment opportunities showing how pupils might demonstrate what and how they have learnt within each unit. The unit expectations provide three differentiated bands of achievement: developing, secure and extending. These enable teachers to make summative assessments of the pupils’ assessment. These assessments recorded on topic/subject assessment grids and are used to make judgements regarding to pupil progress in respect to Aspect 3. Pupils’ work also serves as a record for classes working on each unit, as does any photographic evidence and work produced for the reflection areas

and values displays. Pupils also complete a 'start of unit' and 'end of unit' RAG rating assessment of their learning.

#### Resources.

A variety of books, videos and religious artefacts are available for use in the teaching of R.E. and these are stored in the resource cupboard and main corridor/ library. Resources can also be borrowed from the R.E. loans service.

#### Roles and Responsibilities.

The role of the head of school and governors is to promote good practise in the teaching of R.E. by supporting the subject leader and allocating funding for resources within the constraints of the budget.

The subject leader is responsible for developing and monitoring the teaching of R.E. throughout the whole school, providing support for colleagues and the purchasing and organisation of resources. They keep up to date with developments within the subject and notify staff where appropriate.

The class teacher is responsible for planning lessons, differentiating activities and adapting plans to meet the needs of the class, assessments and recording the pupils' achievements. They are also responsible for reporting to parents regarding their child's progress in R.E.

#### Equal Opportunities.

R.E. is an entitlement for all the pupils, regardless of gender, race, culture, creed or special educational needs, Equal respect for all religious viewpoints is given particular importance, with pupils encouraged to develop a positive understanding and attitude.

#### Right of Withdrawal.

All parents/ carers have the right to withdraw pupils from all or part of the R.E. provided at school. Parents/ carers exercising the right will be invited to see the head teacher/ class teacher to discuss their decision.

#### Home/ Community/ School links.

Through the activities outlines in the R.E. units of work, links will be made between the school and:

- Local places of worship, especially St. Peter's Church.
- Members of the community belonging to faith communities.
- Local people working/ caring for others.

Parents/ carers are encouraged to support classroom activities and visits and to talk to pupils about their own faith/ belief, experiences etc where appropriate.

Homework may support R.E. teaching through:

- Bringing artefacts in from home.
- Research as part of a topic.

