



Overleigh St Mary's C of E Primary School

Religious Education Policy

Date policy last reviewed: 18.02.22

Signed by:

21.03.22

Headteacher

Date:

21.03.22

Chair of governors

Date:

Religious Education Policy

STATEMENT OF INTENT

At Overleigh St. Mary's, Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

(Religious Education the non-statutory national framework)

Through the teaching of Religious Education (RE), children learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education.

(Religious Education and World Views in Cheshire West and Chester)

The spiritual and moral development of our children underpins all aspects of our school life as outlined in our vision.

Religious education and collective worship shall be in accordance with the principles and practice of the Church of England and according to the religious education syllabus and guidelines of the Chester Diocesan Board of Education and Cheshire West and Chester Agreed syllabus

In Early Years Foundation Stage (EYFS)

Religion and World Views should wherever possible begin with the child and allow opportunities to explore their personal experiences and questions which they have about the world around them. The Religious Education (RE) curriculum provided should include opportunities for play, child initiated and adult initiated opportunities. During the year the child will encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers. Events of a religious nature which are being celebrated in school will also provide opportunities for learning back in the classroom. There should be opportunities to develop a sense of wonder, to nurture curiosity, to let imaginations grow, have a sense of personal identity and an awareness and empathy for the world around them.

(Cheshire West and Chester agreed Syllabus, Guidance for EYFS.)

The Legal Framework for Religious Education

Since 1944, all maintained schools have been required to teach Religious Education (RE) to all registered pupils. The National Curriculum (2013) reiterates that all state schools must teach Religious Education and publish their curriculum by subject and academic year online.

(National Curriculum Framework Sept.2013 Pg. 4)

Religious Education must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

RE and the Right of Withdrawal

Parents may withdraw their children from RE lessons with the exception pupils of 18 years of age can withdraw themselves. Schools have a duty of care to supervise withdrawn pupils, but the law does say alternative arrangements can be made for RE based on the kind of Religious Education the parents want the pupil to receive. All schools should have an approach to provision and withdrawal stated in the school's RE policy.

Additional useful guidance on the Right of Withdrawal can be found at

<https://www.natre.org.uk/uploads/Free%20Resources/18->

[15676_NAHT%20RE%20withdrawal%20document_final.pdf](https://www.natre.org.uk/uploads/Free%20Resources/18-15676_NAHT%20RE%20withdrawal%20document_final.pdf) which has been written by NATRE and NAHT.

Religious Education in Church of England Voluntary Controlled schools

Religious Education at Overleigh St Mary's is taught in accordance with the locally agreed syllabus.

Overleigh St Mary's will be inspected by the new inspection SIAMS, (School Inspection of Anglican and Methodist schools) framework from September 2018. In Cheshire West and Chester, the local Chester Diocesan agreed syllabus provides a concrete resource for church schools to draw upon to enable teachers to meet expected SIAMS standards. www.chester.anglican.org/schools/religious-education/

Roles and Responsibilities

The governing board is responsible for:

Overleigh St Mary's has a designated link Governor- Karen Shapland who is one of our Foundation Governors. We also have a further two Foundation Governors, including our vicar, Rev Ric Whaite.

- Ensuring there is a policy in place
- Understands and is supportive of our aims in the learning and teaching of Religious Education and to review this policy annually.

The Religious Education Curriculum lead, in conjunction with the Headteacher are responsible for:-

- Provide a strategic lead and direction for RE in the school;

- the implementation and management of this policy.
- Providing resources necessary to deliver high quality Religious Education
- Identify CPD needs within the staff
- Provide support and advice to staff in the delivery of the RE programme of study;
- Remain informed about current developments in the subject
- Disseminate relevant information to staff;
- Deliver INSET sessions to staff, to support staff development;
- Monitor and evaluate teaching and learning of RE;
- Monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil assessments;

Teaching Staff are responsible for:

- Familiarising themselves with, and following, this policy.
- Planning and delivering the curriculum for Religious Education in line with this policy.
- Assess children's work in order to detail future planning

AIMS

- To develop their knowledge and understanding of and their ability to respond to Christianity and the four other major religions.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To extend children's ability to reflect upon themselves as whole people, consider their own beliefs, values and ideals and communicate their responses.
- To provide a course of Religious Education within the Cheshire West and Chester Agreed Syllabus and incorporating the framework of the Diocese of Chester Religious Education Guidelines, appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals through developing a respect for other people, their beliefs and lifestyles.

EYFS

- Develop the children's knowledge and understanding of the Christian faith, festivals and practices.
- Provide a course of Religious education that covers the core knowledge of Christianity outlined in the Cheshire West and Chester agreed syllabus, guidance for Early Years.
- Provide and promote opportunities to explore and celebrate events and festivals celebrated by the children in our setting of other faiths.

- Make links with, and develop awareness of, beliefs which are different to those held by children in your class.
- Provide opportunities to encounter and promote uniqueness and diversity through looking at your local community and international partnership schools.

Teaching and Learning

Religious Education will be taught throughout the school and follows the agreed Cheshire West and Chester syllabus incorporating guidelines of the Chester Diocesan Board of Education. Religious Education will mainly be taught by the class teacher and may be supported from time to time by clergy from local churches and/or visiting speakers.

Religious Education will be taught in a “whole class” setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually. Visits to local churches such as St Mary’s Church and other places of Worship will be incorporated into the programme of study wherever possible and prudent.

Religious Education at Overleigh St Mary’s has been organised using a whole school overview in line with the essential knowledge outlined in the Cheshire West and Chester agreed syllabus and linking with the ‘Big Story of Christianity’ taken from the guidelines of the Chester Diocesan Board of Education. This lays out which units/themes should be studied by each year group termly or half termly.

Long Term Plan – Religious Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Christianity What do we think about how the world was made and how should we look after it?	Christianity Why is Christmas celebrated by Christians?	Islam How and why are Allah and Muhammad (PBUH) important to Muslims?	Islam How do Muslims express new beginnings?	Christianity Why is the Bible a special book for Christians?	Christianity How do Christians use symbols in a Church building and why?
Big story	Creation	Incarnation	I.e creation, where the prophets fit, old testament to around the Birth and times of Jesus etc		Good news,	Resurrection, good news, people of God
Y2	Christianity What does it mean to belong?	Free choice Unit How is light used in different religions?	Christianity Why did Jesus teach people through stories?	Christianity Who was Jesus and why is he important to Christians today?	Judaism What do Jews believe about God?	Judaism How do Jews show faith through practices and celebrations?
Big story	Link to creation, John baptising Jesus	Link to Big story in terms of timeline, Hanukah during people of God etc	Good news	Good news, Resurrection	Link to the big story in terms of the time line, Passover celebrating People of God escaping from Egypt etc.	
Y3	Christianity How do Christians use the Bible to help them with their lives?	Christianity Why do Christians think about Incarnation at Christmas?	Christianity How did Jesus teach about God and values through parables?	Islam How do Muslims worship?	Free Choice Unit Angels	Hinduism How do Hindus worship?
Big Story	Tells the whole big story	Incarnation	Good news		Salvation Good news	

Y4	Christianity What do I think about Jesus and how is he portrayed in art from around the world?	Hinduism How do Hindus view God and how is Diwali celebrated?	Christianity What is my point of view about God and why do people have faith?	Christianity How can I understand different Easter concepts?	Judaism How do Jews demonstrate their faith through their communities?	Free Choice Unit What is the <i>Baha'I</i> faith?
Big Story	People of God, (Abraham, Daniel, Noah etc),		Good News, Salvation	Salvation, Kingdom of God	People of God	
Y5	Islam Why are the Five Pillars important to Muslims?	Islam How is the Muslim faith expressed through family life?	Christianity Which concepts do we find hard to understand in Christianity?	Christianity What is the Kingdom of God and what do Christians believe about the afterlife?	Humanism What is Humanism?	Free Choice Unit What does it mean to live in a religiously diverse world?
Big Story			Incarnation, resurrection, salvation,	Kingdom of God		
Y6	Christianity How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions.	Christianity What can we learn from Christian religious buildings and music?	Sikhism How do Sikhs worship?	Sikhism Why is community and equality important to Sikhs?	Christianity What are some of the differences and similarities within Christianity locally and globally?	Free Choice Unit What do different religions have to say about World Poverty and Charity
Big Story	Salvation, gospel, Early Church	Gospel, Trinity,				

Non- negotiable essential knowledge and key vocabulary for each unit of work has been produced by the RE curriculum lead. Teaching staff use these Medium term plans to inform their short term planning.

Sufficient time and resources should be allocated to the teaching of Religious Education to ensure that the expectations of the agreed syllabus can be met. At Overleigh St Mary's the expectation is that Religious Education should be taught weekly rather than in a half termly 'block' (See specified times below). This allows links to be made with Collective Worship and current relevant events. This also ensures that these experiences are progressive and coherent, developing the core knowledge as specified and the skills required to access religion and worldviews.

KS1 36 hours a year (e.g. 50 Minutes a week)

KS2 45 hours a year (e.g. one hour per week)

Within EYFS

Religious Education is covered within the Understanding of the World area of Development. Following the Cheshire West and Chester guidance for EYFS, whilst the content should be majority Christianity (see core knowledge below), every opportunity should be taken to mark events and festivals celebrated by the children in our setting allowing all children to encounter beliefs which are different to their own promoting uniqueness and diversity.

Essential Knowledge for EYFS Christianity

- The Christians believe in God and I have explored my views about God
- That Jesus is a special person for Christians and can tell you about his birth

- That the church is a special place for Christians where they can worship and there are people there who have special roles
- Can tell you about special events including Christmas and Easter
- The Bible is a special book for Christians
- Can talk about values including care of one another, friendships, love, care of animals and environment and respect for all

By the end of the summer term foundation stage classes will be moving towards the statutory requirement for Key Stage 1 which is 36 hours per year (50 minutes a week).

Assessment

- Children will be assessed against the objectives within the 'What children will know' section of the medium term plan which have been taken from the Cheshire West and Chester agreed syllabus essential knowledge.
- Assessment should be based upon the teacher's observations of the child in class or group discussion, activities and/or recorded work.
- Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the Religious Education curriculum lead.
- Summative reports to parents will be made at the end of the year.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. Religious Education as an essential part of the curriculum and should be relevant, worthwhile and accessible to all. We aim to help the children in our school to respect themselves and to be sensitive to needs of others.

Specifically within Religious Education **all** Children will:-

- be given the opportunity to encounter religion and its rich diversity in the world.
- be encouraged to explore their own religious beliefs and values.
- Have access to the Religious Education curriculum at an appropriate age and developmental level.

MONITORING.

The Religious Education Curriculum lead is responsible for monitoring the standards of the children's work and the quality of teaching in R.E. They are responsible for supporting colleagues in the teaching of R.E.,

for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The RE curriculum lead is responsible for making sure there is a regular and informative dialogue between the link Governor, Reverend and the school to ensure and strengthen the Community and Christian links.

This may include evidence of book scrutiny, monitoring of planning, learning discussions with children, or lesson observations. Evidence of monitoring and evaluation will be included in the subject leader file.

Monitoring will include:-

- Scrutiny of books
- Monitoring of short term planning
- Learning discussions with children, (Pupil voice)
- Learning walks
- Lesson observations

The RE curriculum lead will facilitate the sharing of good practice, put support in place and give additional guidance where required to ensure a high standard of teaching and learning of Religious Education.